c.a.u.t. bulletin

FEBRUARY
1968
FÉVRIER

bulletin de l'a.c.p.u.

Policy Statement on Academic Appointments and Tenure
Déclaration de principe relative à la nomination des professeurs et à la permanence de l'emploi
Reports on Salaries
Subvention à la recherche durant l'été
Conseil national de recherches, 1966 - 1967
National Research Council, 1966 - 1967
Association News — Communications

VOLUME 16 NUMBER 3
TOME NUMÉRO

A PUBLICATION OF THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
PUBLIÉ PAR L'ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

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ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

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bulletin de l'a.c.p.u.

A Publication of The Canadian Association of University Teachers
Publié par l'Association canadienne des professeurs d'université

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77, rue Metcalfe, Ottawa 4, Ont.

Advertising Office: 77 Metcalfe St., Ottawa 4, Ontario
Publicité :

February 1968 février

Volume 16, Number 3 tome 16, numéro 3

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Published four times a year in October, December, February and April.
Subscription Rate : $5.00 per year.

Quatre livraisons par année : octobre, décembre, février et avril.
L'abonnement est de $5.00 par année.

Imprimé par : Printed by : LE DROIT Ottawa, Ont. 89

Authorized as second class mail by the Post Office Department, Ottawa and for payment of postage in cash.

Le ministère des Postes a autorisé l'affranchissement en numéraire et l'envoi comme objet de deuxième classe de la présente publication.

EDITORIAL

SOME MATTERS OF PROFESSIONAL ETHICS

From time to time the C.A.U.T. is criticized as an association unduly sensitive to alleged violations of faculty rights and privileges while seemingly oblivious to the corresponding duties and responsibilities of the professoriate. Without apologizing in the least for our concern with the well-being of faculty, and while noting that such criticism often reflects a strong anti-faculty bias, we must (I think) frankly acknowledge the need for continuing concern with matters of professional ethics. We cannot expect that questions about professional integrity and personal commitment will not be asked from time to time.

My own reflections on these matters have been stimulated by some recent items dealt with in the normal course of duties here in the Ottawa office of the Association. They included, for example:

— *An enquiry from a lawyer, on behalf of a faculty member on sabbatical, about the propriety of the member's accepting an appointment at another institution, despite a stipulated policy requiring his return for a specified period to the university providing the sabbatical;*

— *An enquiry from a faculty member about the propriety of his accepting an appointment at another institution after completing only the first year of a two-year contract;*

— *A complaint from a faculty member about the failure of his departmental chairman to relay to him an enquiry from another institution about his availability to accept an appointment;*

— *Complaints from a number of faculty members that responses to notices of academic vacancies had not even been acknowledged by the persons to whom they were addressed.*

As regards the first two incidents, one may argue that sabbatical leave policies should not bind a faculty member to return to his university and that two-year contracts are curiously awkward devices. But the inappropriateness of such arrangements does not relieve a faculty member of his responsibility to honour commitments made

and to accept the conditions implicit in his appointment while those conditions remain in force. Which is not to say that he ought not to do all he can to change them.

At the same time it is appropriate to comment that every incident of the kind described involves not only a faculty member who is being "tempted" but a university that is doing the tempting. At least some of the administrators who attack the C.A.U.T. for its failure to discipline faculty members ought to keep that fact in mind.

It might be easier to dismiss the third and fourth incidents by pointing out that faculty members bearing administrative duties are badly overworked and should not be expected to have unfailing regard for every nicety of communication. But the claim is spurious : every faculty member shares the responsibility for the well-being of the academic profession, quite apart from the uses of common courtesy.

The C.A.U.T. has a Committee on Academic Freedom and Tenure. Regrettably, it is kept rather busy. There is also a Committee on Professional Ethics, more recently formed and as yet not so well developed. Hopefully, this Committee will soon achieve its proper role in the Association. Until that time, it might be in order for us to adopt the slogan of a well-known TV trailer on safety: "We worry."

POLICY STATEMENT ON ACADEMIC APPOINTMENTS AND TENURE

(The following statement, prepared by the Academic Freedom and Tenure Committee of the Association, was adopted by the Council at its November 1967 meeting and becomes the policy of the Association.)

Introductory Note

1. This Policy Statement was prepared by the C.A.U.T. Committee on Academic Freedom and Tenure. It is the result of many months of work by the Committee, done in the light of its experience in connection with the cases that have come before it through a number of years, as well as of comment, criticism, and suggestion from many sources, especially from local faculty associations.

2. This Statement supersedes the C.A.U.T. Investigational Procedures published in the *Bulletin* for February 1964 at pages 74-78. To the extent that the earlier Procedures are not inconsistent with this Statement, they remain in effect as a guide to the Committee for its own internal regulation until it revises them.

DÉCLARATION DE PRINCIPE RELATIVE À LA NOMINATION DES PROFESSEURS ET À LA PERMANENCE DE L'EMPLOI

(adoptée par le Conseil le 24 novembre 1967)

I

Introduction

1. La déclaration de principe qui suit a été préparée par le comité que l'A.C.P.U. a chargé d'étudier la liberté universitaire des enseignants et la permanence de l'emploi. Le Comité y a travaillé de longs mois en profitant de l'expérience acquise au cours des années passées et aussi des remarques, critiques et suggestions qui lui sont venues de différents côtés et en particulier des associations locales des professeurs.

2. La présente déclaration remplace les Procédures d'enquête de l'A.C.P.U. publiées dans le *Bulletin* de février 1964 aux pages 74-78. Dans la mesure où ces procédures ne sont pas en contradiction avec

3. The Committee on Academic Freedom and Tenure is a ten-member group charged with the responsibility of dealing, on behalf of the Association, with appeals made to it in connection with situations where a faculty member feels that his professional rights have been infringed or are threatened with infringement. It is to be noted that the Committee does not assume the role of an impartial adjudicator. Its intention is to act on behalf of faculty members who appeal to it, and in the interest of the Association. In order to do so, it must of course satisfy itself that such action is warranted. Its normal procedure therefore is first to make a sufficient informal investigation to enable it to decide whether the appeal has a proper basis in fact, and in this investigation it attempts to be scrupulously fair to all concerned; second, to attempt to ensure that if, in its opinion, an injustice has been done, an appropriate effort to mitigate it is made; third, if no such effort is made, or the effort is unsuccessful, to initiate a formal attempt to deal with the case. Such an attempt might, for example, mean the establishment of a special Committee of Enquiry which would conduct hearings and receive evidence from all parties to the dispute. If the Committee on Academic Freedom and Tenure and the university could agree to the appointment of a special

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ce qui suit, elles restent valables en attendant d'être revues par le Comité.

3. Le Comité de la liberté universitaire et de la permanence de l'emploi se compose de dix membres chargés d'examiner, au nom de l'Association, les recours qui lui sont adressés par des enseignants qui estiment que leurs droits professionnels ont été enfreints ou sont sur le point de l'être. Il convient de noter que le Comité n'exerce pas le rôle d'arbitre. Il est censé représenter les intérêts des enseignants qui font appel à lui, et ceux de l'Association. Pour ce faire, il doit naturellement s'assurer que son intervention est justifiée. Sa façon normale de procéder est donc d'abord de faire, à titre officieux, une enquête suffisamment approfondie pour déterminer si l'appel s'appuie sur des faits. Dans cette enquête, il s'efforce d'être scrupuleusement équitable envers les parties en présence. Ensuite, s'il estime qu'une injustice a été commise, il s'efforce d'obtenir qu'on y remédie dans la mesure du possible. Enfin, si ses efforts échouent, il engage une procédure officielle. Par exemple, il peut demander la création d'un comité d'enquête habilité à tenir des audiences et à entendre les témoins des deux parties. Si le Comité de la liberté

committee to act as an impartial tribunal, the enquiry could proceed without delay. If the university did not agree, the Special Committee would be appointed by the Chairman of the Committee on Academic Freedom and Tenure after consultation with the Executive Secretary and the other members of the Committee.

4. Any faculty member, whether or not he is a C.A.U.T. member, may appeal to the Committee, either directly or, at his choice, through his faculty association. In either event, the Committee will keep the faculty association informed and in appropriate circumstances may ask for its help.

5. The Committee on Academic Freedom and Tenure ordinarily deals with cases on a strictly confidential basis. It believes that the great majority of them do not in fact involve deliberate attempts at injustice, that unsavoury publicity is likely to do no good either to individual faculty members or to universities, and that moreover in cases where injustice has been deliberate, the threat of informed publicity is the strongest weapon that the Committee has. Its work is most effective where there is no premature publicity, and where

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universitaire et de la permanence de l'emploi peut se mettre d'accord avec l'université pour nommer un comité d'arbitrage, l'enquête se poursuit sans retard. Dans le cas contraire, le comité d'arbitrage pourrait être nommé par le président du Comité de la liberté universitaire et de la permanence de l'emploi, en consultation avec le secrétaire général de l'Association et les autres membres du Comité.

4. Tout enseignant, qu'il soit ou non membre de l'A.C.P.U., peut faire appel devant le Comité, soit directement, soit par l'intermédiaire de son association des professeurs. Dans un cas comme dans l'autre, le Comité tient au courant cette association et, le cas échéant, peut lui demander son appui.

5. Le Comité de la liberté universitaire et de la permanence de l'emploi observe la discrétion la plus complète sur les cas qui lui sont soumis. Il estime que le plus souvent il n'y a eu aucun désir d'être injuste, qu'une publicité de mauvais goût ne peut que nuire aux enseignants et aux universités et que, de plus, là où l'injustice a été commise délibérément, la menace d'une publicité bien documentée et fondée sur les faits est l'arme la plus puissante dont dispose le Comité. Il est surtout efficace là où il n'y a pas de publicité prématurée, et

it is appealed to before a situation deteriorates to the point at which feelings become rancorous or immoderate.

II

Preamble

1. The essential functions of a university are the pursuit and dissemination of knowledge and understanding, through research and teaching. Academic freedom is essential to the carrying out of these functions.
2. Academic freedom includes the right within the university to decide who shall teach, who shall be taught, and what shall be studied, taught, or published. Because a university's essential concerns are intellectual, academic freedom involves the right of appointment of staff or admission of students regardless of race, sex, religion, or politics. It involves the right to teach, investigate, and speculate without deference to prescribed doctrine. It involves the right to criticize the university.
3. It is clear that not all threats to academic freedom can be set down in writing. Whenever authority is established in an organization,

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lorsque l'appel est fait avant que la situation ne s'aggrave au point où les sentiments tournent à l'aigre et s'expriment sans souci de la mesure

II

Préambule

1. Essentiellement, la fonction d'une université est la recherche et la diffusion des connaissances; par la recherche et l'enseignement elle s'efforce de mieux faire connaître et de mieux faire comprendre. La liberté universitaire des enseignants est une condition nécessaire de cette fonction.
2. La liberté universitaire des enseignants comporte le droit, à l'intérieur de l'université, de décider qui va enseigner et à qui et aussi ce qui doit être étudié, enseigné et publié. Du fait que les préoccupations essentielles d'une université sont d'ordre intellectuel, cette liberté comprend aussi le droit de nommer les professeurs et d'admettre des étudiants sans distinction de race, de sexe, de religion ou d'opinion politique. Elle reconnaît le droit d'enseigner, de faire des recherches et d'élaborer des théories indépendamment de toute doctrine établie.

temptation to arbitrariness and petty tyranny arises. Universities are not different from other organizations in this respect; but because of the special dangers that arbitrariness presents to academic freedom, special limits must be placed on authority. These should include limits on the length of time that individuals may ordinarily serve in positions of authority; the use of consultative or elective procedures in connection with appointments to those positions; and in general the establishing of safeguards on all such matters as appointments, the granting of tenure, promotions, and dismissals.

4. The right to academic freedom carries with it the duty to use that freedom in a responsible way.

5. Academic freedom concerns the university as an institution; it concerns the students; it concerns the faculty. The present statement is directed to the third of these, specifically to the establishing of procedures to ensure the preservation of the right of the individual faculty member to study, teach, publish, and criticize, having a due regard for responsibility, as he sees fit.

6. Appointments are of three classes :

   (i) those that confer tenure;

Elle donne le droit de participer à la formulation de la politique de l'université et le droit d'en faire la critique.

3. Il est bien évident qu'on ne peut faire la liste de toutes les menaces qui pèsent sur la liberté universitaire des enseignants. Dès l'instant que le pouvoir s'établit au sein d'un organisme, la tentation existe de recourir à l'arbitraire et d'exercer une tyrannie souvent mesquine. A cet égard, les universités sont des organismes, mais parce qu'elles peuvent souffrir plus que d'autres de l'arbitraire, les limites du pouvoir qui les régit doivent être définies plus soigneusement. C'est ainsi qu'il est bon de fixer la durée du mandat de ceux qui exercent l'autorité, d'établir des mécanismes de consultation et d'élection pour le choix de ceux-ci et, en général, de s'entourer de toutes les précautions nécessaires dans tout ce qui concerne les nominations à terme ou à titre permanent, ainsi que l'avancement et la révocation.

4. La liberté universitaire est un droit qui comporte le devoir de ne pas en user à la légère.

5. La liberté universitaire concerne l'université en tant qu'institution; elle concerne aussi les étudiants; elle concerne enfin les professeurs.

(ii) those that confer probationary status on the candidate, implying that at the end of a stated period the university will either confer tenure on him or discontinue the appointment;

(iii) those made in some exceptional cases, where a university may find it necessary to make appointments with a contractually limited term, carrying no implication of renewal or continuation beyond the term and no implication that the appointee is on probation for a permanent appointment.

7. "Tenure" means permanency of appointment, the right of a faculty member not to be dismissed except for cause. Permanency of appointment includes the right during the appointment to fair consideration for increases of responsibility and salary, and promotions in rank.

8. "Dismissal" means the termination of an appointment by the university without the consent of the appointee, before the end of a stated contractual period. It follows that the failure to renew a contract of limited term does not constitute dismissal; that the decision not to grant tenure at the end of a probationary period does not

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C'est de ces derniers qu'il s'agit ici. Plus précisément le présent texte vise à l'établissement de procédures susceptibles d'assurer à chaque enseignant le droit d'étudier, d'enseigner, de publier et de critiquer comme il le juge bon, mais en exerçant ce droit raisonnablement.

6. Il y a trois sortes de nomination:

1. celles qui sont faites à titre permanent;

2. celles qui stipulent que l'intéressé est pris à l'essai, ce qui suppose qu'à l'expiration de la période prévue, l'université ou bien le nommera à titre permanent ou ne le gardera pas à son service;

3. celles qui répondent à des cas exceptionnels où l'université se voit dans la nécessité de nommer un professeur pour une durée limitée par contrat; le contrat ne stipule pas un renouvellement et ne constitue pas une prise à l'essai en vue d'une nomination à titre permanent.

7. En nommant un professeur à titre permanent, l'université s'interdit de le révoquer sans motif valable. La permanence comporte en outre pour l'université l'obligation d'examiner équitablement les

constitute dismissal; that the termination of a non-tenured appointment during the course of its term constitutes dismissal; that the termination of a tenured appointment by the university at any time other than normal retirement constitutes dismissal.

9. In connection with the three kinds of faculty appointments, the C.A.U.T. recommends the following guidelines :

III

Guidelines

A. *Probationary Periods and Tenure*

A1. The purpose of a probationary appointment is to provide a period of mutual appraisal for the university and the candidate. Probation does not imply inevitable appointment with tenure. It should imply that the university will give very serious consideration to such an appointment.

A2. For beginning faculty members a probationary period should be at least two years in length, in fairness to the university,

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droits de l'intéressé à un élargissement de ses fonctions, à des augmentations de traitement et à l'avancement.

8. Il y a révocation quand l'université met fin à une nomination sans le consentement de l'intéressé et avant l'expiration de la durée prévue par le contrat. Il n'y a donc pas révocation si un contrat de durée limitée n'est pas renouvelé, ou si, à la fin d'une période d'essai, l'université décide de ne pas nommer l'intéressé à titre permanent. Par contre, il y a révocation si le professeur nommé pour une durée limitée est congédié avant l'expiration du terme ou encore si le professeur nommé à titre permanent se voit retirer son poste avant d'avoir atteint l'âge de la retraite.

9. L'A.C.P.U. recommande que les trois sortes de nominations soient faites conformément aux principes énoncés ci-dessous.

III

A. *Nominations à titre d'essai et à titre permanent.*

A1. Une nomination à titre d'essai a pour but de permettre à l'université et au professeur de mieux se connaître. La prise

and at most five years, in fairness to the candidate. Probationary appointments may be for renewable periods, but should not be renewed beyond the maximum of five years. In determining the probationary period for a candidate, full account should be taken of previous full-time academic service at the university, including service under a limited term contract, and appropriate account should be taken of full-time academic service at other universities.

A3. Tenure may be granted to experienced faculty members without probationary service at all. In any event, probationary appointment at the rank of Associate Professor or above should not exceed two years. A probationary appointment to a rank at or below that of Assistant Professor should not exceed five years, regardless of the rank or ranks in which the candidate has served.

A4. Notice that a first probationary appointment of two years will not be renewed should be given not later than November 1st in the second year. Notice in a longer probationary appoint-

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à l'essai n'implique pas nécessairement une nomination à titre permanent, mais elle suppose que l'université en envisage sérieusement la possibilité.

A2. Dans le cas des professeurs qui débutent, l'intérêt de l'université exige que la période d'essai ne soit pas inférieure à deux ans, et il est de l'intérêt du professeur qu'elle ne dépasse pas cinq ans. Les nominations à l'essai peuvent être renouvelées, sans toutefois dépasser une durée totale de cinq ans. En déterminant la longueur de la période d'essai, il convient de tenir compte des années d'enseignement à plein temps accomplies à l'université, incluant les périodes de nomination à terme et tenir compte dans une certaine mesure des années d'enseignement à temps complet à d'autres établissements d'enseignement supérieur.

A3. Les professeurs qui ont fait leurs preuves ailleurs peuvent être nommés immédiatement à titre permanent. De toute façon, une nomination à titre d'essai ne doit pas dépasser deux ans dans le cas d'un professeur agrégé ou titulaire et cinq ans dans le cas d'un professeur adjoint ou d'un professeur de rang

ment should be given not later than one year before the appointment is to terminate. At the end of the fourth year, at the latest, the Dean of the candidate's faculty should tell him either that he has tenure or that at the end of the fifth year he will not be offered any further appointment.

A5. The conferring of tenure is likely to be the most important step in the relations between the university and the faculty member. It should be decided upon only through careful discussion, and the special authority of those within a discipline to judge competence in it should be recognized. The decision should be the responsibility of a committee that should be established by elective procedures. In determining the composition of the committee, regard should be had to :

(a) participation of some tenured and untenured members of the Department, who should ordinarily constitute the majority of the committee; and, if necessary, one or more members in the same discipline from other universities to ensure that the majority of the committee has the special

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inférieur à celui de professeur adjoint et cela quels que soient les antécédents des intéressés.

A4. Dans le cas où une nomination de deux ans ne doit pas être renouvelée, l'intéressé doit en être avisé au plus tard le 1er novembre de la deuxième année. Le préavis doit être porté à une année entière lorsque la nomination est faite pour plus de deux ans. Au terme de la quatrième année au plus tard, le doyen doit aviser l'intéressé soit qu'il jouit désormais de la permanence, soit que sa nomination ne sera pas renouvelée au terme de la cinquième année.

A5. L'accession à la permanence représente vraisemblablement l'étape la plus importante dans les rapports du professeur et de l'université. Elle ne doit se faire qu'après une étude attentive du dossier de l'intéressé et avec l'aide de ceux qui, enseignant la même discipline, sont en mesure de juger de sa compétence. La décision finale ne devrait être prise que sur la recommandation d'un comité élu et comprenant:

(a) des membres du département ayant et n'ayant pas la permanence et constituant normalement la majorité du

authority of those within a discipline to judge competence in it;

(b) participation of some tenured members of cognate departments;

(c) participation of the Department Head and Dean.

A6. The tenure committee should interview the candidate after study of a complete record of his qualifications, and in full knowledge of any differences of opinion about him in his Department.

A7. In considering grounds for granting tenure, the committee should have regard, among other things, to :

(a) scholarship, as exemplified in teaching and research;

(b) the fact that it is desirable for untenured faculty members to have freedom to criticize the university and to take controversial stands on public issues.

A8. If the committee proposes to recommend that tenure be denied, it should, before making a formal recommendation, so notify the candidate in writing and give him a written statement of

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Comité; le cas échéant leur seraient adjoints un ou plusieurs professeurs de la même discipline dans une autre université pour faire en sorte que le comité soit composé dans sa majorité des membres capables de juger de la compétence de l'intéressé dans sa spécialité;

(b) des membres de départements apparentés ayant la permanence;

(c) le doyen et le directeur du département.

A6. Le Comité convoque l'intéressé pour une entrevue après s'être livré à un examen approfondi de son dossier et avoir pris connaissance des divergences de vue à son sujet au sein du département.

A7. Avant de recommander la nomination d'un professeur à titre permanent, le Comité doit considérer entre autres:

(a) la valeur professionnelle de l'intéressé, telle qu'elle se manifeste dans son enseignement et dans ses recherches;

(b) l'intérêt qu'il y a à ce que les enseignants nommés à terme aient un statut qui leur permette de critiquer l'université

the reasons for the proposed recommendation. The candidate should then have the right to meet with the committee and discuss the reasons, before a recommendation is arrived at. The recommendation so reached should be final.
(*Note* : The fact that the decision is final should not preclude the possibility of appeal to a grievance committee of the senate, the faculty association, or the C.A.U.T.)

A9. The granting of tenure should be made the subject of formal and immediate notice to the faculty member concerned, by the university.

B. *Appointments for Contractually Limited Terms*

B1. Contracts for limited terms are undesirable except for special purposes and should not be substituted for probationary appointments.

B2. The length of a limited term should be clearly stated in writing.

B3. If the contract is renewable, the university should advise the candidate whether or not it proposes to renew the contract not

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et de prendre part à des controverses sur des questions d'intérêt public.

A8. Si le Comité, après mûre délibération, conclut au rejet d'une nomination permanente, il avise l'intéressé par écrit de sa décision et de ses motifs. L'intéressé a le droit de demander que le Comité tienne une nouvelle séance pour lui permettre de présenter ses observations. Après l'avoir entendu, le Comité peut examiner à nouveau sa propre recommandation qui devient alors définitive.
(*N.B.* — Le caractère définitif de la décision du Comité n'exclut pas l'appel devant un comité des griefs nommé par le sénat, ou devant l'association des professeurs ou encore l'A.C.P.U.)

A9. Si la décision du Comité est que le professeur doit être nommé à titre permanent, celui-ci doit en être avisé immédiatement et par écrit par l'université.

B. *Nominations pour une durée limitée par contrat.*

B1. Les contrats de durée limitée ne sont pas désirables, sauf dans des cas très particuliers, et ne doivent pas prendre la place de nominations à titre d'essai.

later than the first day of February in the academic year in which the contract ends, if the contract is for a year or less; and not later than the first day of November if the contract is for more than one year. In any event, every effort should be made to notify the candidate of a non-renewal early enough that he may investigate other opportunities for appointments.

C. *Dismissal Procedures*

C1. The appointment of a faculty member having tenure should be terminated only upon proof of adequate cause before an arbitration committee which is constituted in accordance with the following principles. The appointment of a faculty member on probation or with an otherwise limited term should be terminated at any time other than that specified only in accordance with the same arbitration procedure.

C2. If "adequate cause" is to be defined, it might be said to mean, or to include, gross misconduct or persistent neglect of a professor's duty to his students or his discipline. A definition

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B2. La durée prévue doit être précisée par écrit.

B3. Si le contrat est renouvelable, l'université avise l'intéressé de ses intentions le 1er février au plus tard de l'année universitaire au terme de laquelle le contrat prend fin, lorsque la durée du contrat est d'un an ou moins. Si le contrat est de plus d'un an, la date de préavis est avancée au 1er novembre de la dernière année universitaire. De toute façon, l'université doit faire tout son possible pour qu'en cas de non-renouvellement, l'intéressé soit prévenu assez tôt pour entreprendre des démarches nécessaires à l'obtention d'une nouvelle situation.

C. *Procédures de révocation.*

C1. La nomination d'un professeur à titre permanent ne doit être annulée que pour des raisons valables présentées à un comité d'arbitrage constitué suivant les principes énoncés plus loin. Une nomination à l'essai pour une durée limitée ne peut prendre fin avant la date prévue que si la procédure d'arbitrage est d'abord appliquée.

here would only substitute one set of general words for another. The real meaning of either "adequate cause" or any substituted phrases can only be reached in the context of a particular case, and the important thing is to ensure that a procedure is followed that will permit dispassionate consideration of "cause" established by the evidence. For example, it must be recognized that academic neglect may be difficult to establish in many cases, and an arbitration committee considering such a criterion would have to consist of professors in the discipline in question from another university.

C3. Physical or emotional inability to carry out reasonable duties ought to be treated separately from dismissal cases. A person so afflicted should probably be granted leave in some form.

C4. When the President of the university and the Dean of the faculty concerned are satisfied that there is adequate cause to justify their recommending that a faculty member should be dismissed, the President and Dean should forthwith notify the member that they intend so to recommend, and they should invite the member to meet with them in the presence of his

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C2. Pour bien définir ce qu'on entend par « raisons valables », on pourrait dire qu'il s'agit d'immoralité ou de négligences répétées à l'égard de sa profession ou de ses étudiants. Mais toute définition tend à remplacer une suite de termes généraux par une autre. Le vrai sens de « raisons valables » ou d'une expression jugée équivalente ne peut être saisi que dans le contexte d'un cas particulier. L'essentiel est de s'assurer que la procédure suivie permettra d'établir objectivement la validité des motifs. Cela peut être difficile, par exemple, dans le cas de négligences d'ordre professionnel, et un comité d'arbitrage qui aurait à en juger devrait comprendre des professeurs enseignant la même discipline que l'intéressé dans d'autres universités.

C3. Il conviendrait de traiter à part les cas où l'intéressé est physiquement ou moralement incapable de remplir normalement ses fonctions. Un enseignant ainsi affligé devrait plutôt obtenir un congé sous une forme quelconque.

C4. Quand le recteur de l'université et le doyen de la faculté sont convaincus que la révocation est justifiée, ils doivent immédiatement en aviser le professeur et l'inviter à les rencontrer en

department Head, if there is one, and a disinterested professor having tenure who is acceptable to the Dean and the member. In this and all further proceedings, the member should be permitted to bring and be assisted by an adviser of his choice.

C5. If the attempt to settle the matter fails, the President should inform the member in writing of the charges against him in sufficient detail to enable him to prepare his defense.

C6. The President and the Dean should meet with the member and they should jointly name an arbitration committee of three professors from outside the university, who should be authorized to consider whether adequate cause exists. If they decide that there is no adequate cause, they should award reinstatement of the faculty member. If they decide that there is cause, they should award dismissal or such other remedy as they see fit, and they may include in their award that, notwithstanding the dismissal, the faculty member's salary and the university's contribution to his pension be continued for a period not exceeding one year from the date of dismissal.

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présence du directeur de son département, s'il y en a un, et d'un professeur nommé à titre permanent, dont l'impartialité est reconnue, et qui n'est récusé ni par le doyen ni par le professeur incriminé. En cette occasion et dans d'autres rencontres du même genre, le professeur a le droit d'être assisté de quelqu'un qui l'aide à présenter sa défense.

C5. Si cette entrevue n'aboutit pas, le recteur doit aviser le professeur par écrit des accusations portées contre lui. Il doit le faire d'une façon suffisamment détaillée pour que le professeur incriminé puisse se mettre en mesure d'y répondre.

C6. Le recteur et le doyen doivent rencontrer le professeur pour choisir avec lui un comité d'arbitrage formé de trois professeurs n'appartenant pas à l'université et chargé de se prononcer sur la validité des raisons alléguées. Si le comité estime qu'il n'y a pas de raisons valables, il doit prononcer la réintégration du professeur. Dans le cas contraire, il doit prononcer son renvoi ou proposer les mesures qu'il juge appropriées. Le comité peut également recommander que, nonobstant le renvoi, le traitement du professeur et la contribution de l'université à sa caisse de

C7. At the time the procedures are adopted, a person of unquestioned integrity and independence from outside the university should be appointed jointly by the university and the faculty association to name the arbitration committee, if the President, Dean, and faculty member are unable to agree on one. Care should be taken to see that this post is always filled, so that it will not be necessary to fill it in a time of crisis. Should the post be vacant when the President has charged a faculty member in writing, it should be filled by the joint selection of the university and the faculty association.

C8. When he has met with the member, the President may, in his discretion, relieve the member of his university duties until the arbitration committee has made its decision. Salary and other benefits to the member should continue throughout the period of suspension.

C9. (a) The arbitration committee should notify all persons concerned of the time and place at which they intend to hear the parties.

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retraite continuent à être versés pendant une période qui ne dépasse pas une année à partir de la date de révocation.

C7. A l'époque où le règlement sera adopté, l'université et l'association des professeurs désigneront, en dehors de l'université, quelqu'un dont l'intégrité et l'indépendance sont au-dessus de tout soupçon et qui sera chargé de choisir le comité d'arbitrage dans les cas où le recteur, le doyen et l'intéressé ne parviendraient pas à se mettre d'accord pour choisir ce comité. Il est important que ce poste soit toujours pourvu pour éviter de choisir quelqu'un quand un cas se présente. Si le poste se trouve vacant au moment où une procédure de renvoi est engagée, il devra être pourvu par les soins de l'université et de l'association des professeurs qui choisiront ensemble le titulaire.

C8. Après que le recteur a eu une entrevue avec le professeur, il lui est loisible de le relever de ses fonctions jusqu'à ce que le comité d'arbitrage se soit prononcé. Pendant toute la durée de sa suspension, le professeur continue à toucher son traitement et à bénéficier des mêmes avantages sociaux qu'auparavant.

(b) Both parties should have the right to appear in person, with or without counsel or other advisers, and to examine and cross-examine witnesses. A complete transcript of the committee's proceedings should be kept, at the university's expense, and a copy provided to each of the parties concerned. The arbitration committee should record in writing its findings of fact and its opinion of the adequacy of cause.

(c) If the arbitration committee is of the opinion that adequate cause has not been proved, the parties and all persons present at the hearing should treat everything that was discussed or disclosed at the hearing with the utmost confidence. The findings and opinion of the committee should be final and binding on the member and the university, subject to any provisions of applicable provincial legislation.

D. *Denial of Promotion or of Increase in Salary*

D1. A faculty member who believes that he has been unreasonably denied a promotion or an increase in salary or both should be entitled to appeal to the Dean of his faculty, who should

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C9. (1) Le comité d'arbitrage doit avertir tous les intéressés du jour et du lieu prévus pour ses séances.

(2) Les deux parties en présence ont le droit de comparaître en personne, assistées ou non de leurs avocats ou autres conseillers, et de procéder à l'interrogatoire et au contre-interrogatoire des témoins. Il doit être tenu procès-verbal des séances aux frais de l'université. Chaque partie en reçoit un exemplaire. Le comité d'arbitrage est tenu de soumettre par écrit l'exposé des faits et ses conclusions.

(3) Si le Comité estime que les motifs de révocation ne sont pas valables, les parties en présence et tous ceux qui ont assisté aux séances doivent s'abstenir de divulguer ce qui a été dit. Les conclusions et le verdict du Comité sont sans appel, compte tenu de la législation provinciale dans ce domaine.

D. *Refus de promotion ou d'augmentation de traitement.*

D1. Tout professeur qui estime avoir été injustement privé d'une promotion ou d'une augmentation de traitement ou des deux

forthwith invoke a tenure committee to report on the matter in the manner described in Section A above.

D2. Where a faculty member believes that he has been otherwise unreasonably discriminated against by the Head of his department or his Dean, or by any university administrator, he should be entitled to have his claim adjudicated by an arbitration committee selected in the manner prescribed for dismissal investigations in Section C above, except that the committee may be composed of professors within the university.

E. *Prospective Operation*

E1. In the ordinary case new rules adopted along the lines of this guide should be made only prospective in operation. Unless great care is taken to see what effect they would have if applied retroactively, they should not be made expressly retroactive. Where the new rules work to the benefit of a faculty member, and he asks to have them apply to him, consideration should be given to his request.

à la fois, a le droit de faire appel devant le doyen de sa faculté qui doit immédiatement transmettre sa plainte à un comité de nominations permanentes suivant la procédure exposée à la Section A.

D2. Si un professeur estime qu'il a été traité injustement par le directeur de son département, par son doyen ou par un administrateur quelconque de l'université, il a le droit de demander l'arbitrage d'un comité nommé suivant la procédure de révocation exposée à la Section C, à cette réserve près que le comité peut alors être formé de professeurs choisis au sein de l'université.

E. *Mode d'application de nouveaux règlements.*

E1. Normalement, une nouvelle réglementation adoptée dans le cadre de ce qui précède ne doit s'appliquer qu'à l'avenir. Elle ne doit être rétroactive qu'en connaissance de cause. Là où les nouveaux règlements sont à l'avantage d'un professeur et où celui-ci en sollicite l'application, sa demande doit être prise en considération.

REPORT OF THE SALARY COMMITTEE *

We shall begin by an examination of absolute and percentage changes in salaries since 1964-1965, examine average salaries for 1967-1968 in some detail, compare salary increases in Canada to those in the United States since 1961-1962, examine the increase in the number of professors by region since 1963-1964, and attempt to obtain some indication of the extent to which salary scales are used to pay newly hired professors in 1967-1968.

Absolute and percentage changes in salaries 1964-1965 to 1967-1968

Table 1 shows the average salary of all professors, by university, from 1964-1965 to 1967-1968. Information on absolute and percentage increases in salaries between 1964-1965 and 1967-1968 is also shown.

The most pronounced increases in average salaries between 1964-1965 and 1966-1967 occurred in institutions which still have rather low levels of average salaries. In fact, St. John's (12.9 per cent), Mount Allison (11.5 per cent), St. Francis Xavier (10.7 per cent), and St. Mary's (9.9 per cent) experienced the most rapid increases during that period. Royal Military College (10.7 per cent), British Columbia (9.7 per cent), Windsor (9.6 per cent) and Victoria (8.9 per cent) also experienced increases which were greater than those of Toronto (8.6 per cent), Alberta (8.6 per cent), and Queen's (8.6 per cent) which stand at the head of the list in terms of average salaries in 1967-1968.

A comparison of the annual percentage change in salaries for the last year (1966-1967 to 1967-1968) with that in the previous two-year period (1964-1965 to 1966-1967) indicates that salaries increased more rapidly in most instances during the recent period.

The exceptions to this acceleration in the rate of increase in salaries are the following :

A) for *all professors* (Table 1) : Royal Military College, St. Francis Xavier, St. Mary's.

B) for *full professors* who are departmental chairmen (Table 1-a) : McMaster.

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* Many thanks to Mr. Ralph Mitchener of the Department of the Secretary of State for his efforts in providing data and to Miss Mireille Lapointe for her diligence in her computations.

C) for *all full professors* (Table 1-c) : Loyola, Winnipeg, St. Francis Xavier.

D) for *associate professors* (Table 1-d) : St. Mary's, St. Francis Xavier.

E) for *assistant professors* (Table 1-e) : St. Francis Xavier.

F) for *lecturers* (Table 1-f) : Victoria, British Columbia.

G) for those in the *rank below lecturers* (Table 1-g): Victoria. It should be noted that we have a little data for this rank.

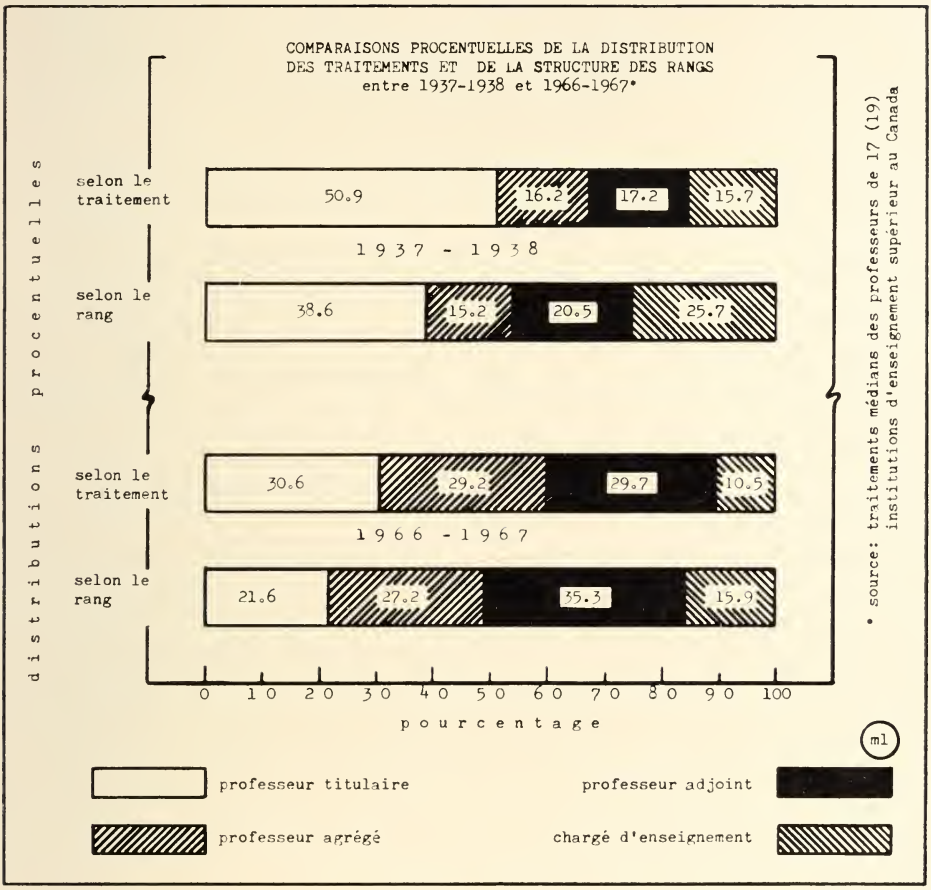
Salary increases by rank 1966-1967 to 1967-1968

An examination of the unweighted average increase in mean salaries, by rank, from 1966-1967 to 1967-1968, indicates the following : All professors (9.6 per cent), rank below lecturers (12.4 per cent), lecturers (9.9 per cent), all full professors (9.5 per cent), assistant professors (9.3 per cent), associate professors (9.0 per cent). It is tempting to attempt to infer what has been happening to the salary structure (relative salaries by rank) from this information on changes in mean salaries, but the fact that we have unweighted mean data and the fact that we know nothing concerning the average experience of professors during the time period limits the usefulness of this information for such a purpose. For what it is worth, therefore, it would seem that the rate of increase in the unweighted mean salaries has been slightly more rapid for full professors than for associate professors. The rate of increase in mean salaries has been only slightly more rapid for assistant professors than for associate professors. The problem of changes in relative salaries by rank can also be examined by perusal of median salaries in Table 2. Columns 2, 4, and 6 of Table 2 indicate that median salaries deflated for changes in the implicit price index for personal expenditure have increased by 72 per cent, 61 per cent, and 56 per cent for full professors, associate professors and assistant professors respectively, since 1956-1957. This would seem to indicate that the salary structure is widening.[1]

Although we shall not examine this problem in detail at the present time, please allow me to introduce an additional item for information which is helpful in the analysis of relative salaries. Graph I shows the percentage distribution of faculty by rank, and salaries paid by rank, in 1937-1938 and 1966-1967. It shows, for example, that full professors

[1] See Noah M. Meltz, Report of the Salary Committee, June 1967, C.A.U.T. *Bulletin*, Volume 16, No. 1, October 1967, pp. 29-33 for a further discussion of changes in salary by rank.

graphique 1



accounted for 38.6 per cent of all faculty in 1937-1938, a year in which they received 50.9 per cent of all salaries paid, whereas they accounted for 21.6 per cent of all faculty and received 30.6 per cent of salaries paid in 1966-1967. Graph I indicates that associate and assistant professors are becoming more numerous relative to full professors and lecturers.

Changes in mean and median salaries compared to changes in the consumer price index

The information in Table 1 allows us to estimate the percentage change in mean salaries by university, by rank, between 1964-1965 and 1967-1968. A comparison of the percentage change involved to changes

in the consumer price index which increased from 135.6 in September 1964 to 150.7 in September 1967 — an increase of 11.14 provides an indication of the evolution of real mean incomes of professors. Again, because of our lack of information concerning the experience of professors, such a comparison should be made with care.

Table 2 which contains information on median salaries of professors, by rank, since 1955-1956 indicates (column 8) that the real median salary index increased from 100.0 in 1956-1957 to 159.16 in 1966-1967, an average annual increase of 5.92 per cent per year. Column 8-a of Table 2 has been put on a basis of 89.08 in 1956-1957 to allow comparison to Tables prepared by H. Johnson.[2] The data in column 8-a indicates that the index of real median salaries of all university professors had reached the 1937-1938 level in 1957-1958 and has since increased by 41.78 per cent.

Change in weighted mean salaries by rank, by region 1964-1965 to 1967-1968

Table 3-a allows us to examine the change in weighted mean salaries of all professors by province, and by rank, since 1964-1965.[3] For all professors (see Table 3-a) the average annual change in weighted mean salaries has been as follows since 1964-1965 : Atlantic Region, 8.1 per cent,[4] Ontario, 8.4 per cent,[5] Western Provinces, 8.2 per cent,[6] Quebec, 7.2 per cent,[7] Canada, 8.1 per cent. Persual of tables 3-b — 3-e indicates to what extent this order has manifested itself by rank.

Average salaries for this year (1967-1968)

Of those universities having provided information to date, in 1967-1968, four (4) universities, Toronto, Alberta, Queen's and McMaster, had overall average salaries exceeding $13,000 (Table 1); 10 had overali salaries between $12,000 and $13,000; 11 had overall average salaries between $11,000 and $12,000; 14 had overall average salaries below $11,000. The lowest overall averages were recorded at the following :

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[2] H. Johnson, "The Social Sciences in the Age of Opulence," *Canadian Journal of Economic and Political Science*, Vol. 32, No. 4, November 1966, Table 1, pp. 4-8.

[3] The information in Table 3 and the comments we shall make thereon should be interpreted in the light of the fact that quite a number of institutions have not yet reported salary data. This undoubtedly limits the usefulness of the comparisons and we shall therefore be brief.

[4] excluding : Memorial, Moncton, in 1967-1968

[5] excluding : Montreal, in 1967-1968

[6] excluding : Laurentian, in 1967-1968

[7] excluding : Simon Fraser, in 1967-1968

St. Mary's	—	$9,937
Winnipeg	—	9,911
St. Paul's	—	9,890
St. Dunstan's	—	9,292
Prince of Wales	—	8,716

Associate professors at St. Francis Xavier and St. Mary's and assistant professors at St. Paul's were relatively better paid than the overall average indicates however. Such comparisons of overall averages are indeed of limited value; for the age of the institution, the distribution of its faculty by rank, and other factors should be held constant before comparisons are made.

The highest averages within each rank were as follows :

Full professors	—	Toronto	—	$19,800
Associate professors	—	Lethbridge	—	14,480
Assistant professors	—	Toronto	—	11,284
Lecturers	—	Saskatchewan	—	9,203

Salary increases, Canada — United States

The following data (which tends to overstate the U.S. salary increases since in the case of the United States it includes fringe benefits which have improved since 1961-1962) indicates a recent tendency for Canadian professors salaries to improve relative to those of the U.S.

	1961-1962	1961-1962 1962-1963	1962-1963 1963-1964	1963-1964 1964-1965	1964-1965 1965-1966	1965-1966 1966-1967	5 years Average
Canada[8]	8 646	2.9	2.3	6.2	6.0	9.0	5.9
United States[9]	8 776	5.8	5.0	6.0	7.3	6.8	6.4

Increase in the number of professors 1963-1964 to 1967-1968

Tables 4 and 5 indicate the total number of professors by region and by university from 1963-1964 to 1967-1968.

Table 4 indicates that the total number of professors increased by 72.3 per cent in Ontario, 66 per cent in Quebec, 63.3 per cent in the Atlantic Region, 57.6 per cent in the Western Provinces, and 65.1 per cent in Canada as a whole between 1963-1964 and 1966-1967. (The data underlying Table 4 may be found in Table 5.) Needless to say,

[8] *Median* Salaries : 17 (19) institutions of higher education : *Salaries and Qualifications of Teachers in Universities and Colleges, 1966-1967*, D. B. S., Education Division, Higher Education Section, Ottawa, (Catalogue No. 81-203).

[9] *Weighted Mean* Salaries (9 months) : *A.A.U.P. Bulletin*, American Association of University Professors, Volume 49, No. 2, June 1963 and Volume 53, No. 2, June 1967.

such overall averages hide as much as they reveal. They should therefore be interpreted in the light of the number of professors involved.

In the Atlantic Region, between 1963-1964 and 1966-1967, the lowest rate of increase in number of faculties was at Mt. Allison (15.7 per cent) and the highest at Memorial (57.4 per cent).

In Quebec, during this same period, the lowest rate of increase was at McGill (26.7 per cent) and the highest at Sir George Williams (150.6 per cent).

In Ontario, the lowest rate of increase was at Windsor (39.9 per cent) and the highest at York (358.7 per cent).

In the Western Provinces, the lowest rate of increase was at St. John's (5.3 per cent) and the highest at Victoria (77.9 per cent).

Between 1966-1967 and 1967-1968, the highest rate of increase in number of faculty was at Trent (49.0 per cent : 51 to 76 professors), and the lowest at Mount Allison (- 2.1 per cent : 96 to 94 professors).

An indication of the extent to which salary scales are used to pay newly hired professors 1967-1968

Perusal of Table 6 indicates that an examination of minimum salaries provided in salary scales for lectures at Calgary, for full professors and associate professors at Laval, for associate professors and lecturers at Royal Military College, for lecturers at Saskatchewan, for associate and assistant professors at Sherbrooke, and for lecturers at York would probably not be very helpful to provide an indication of salaries actually paid to young professors in these ranks. In fact, the difference between the minimum of the salary scale and the 1st decile is very pronounced in the cases mentionned above, an indication either that salary scales have not been kept up to date; are not used in determining salaries of newly hired professors; or that there are few professors newly appointed to these ranks.

Pierre-Paul Proulx,
Chairman, Salary Committee.

Université de Montréal, January 16, 1968.

Depuis la rédaction du rapport du comité des traitements, le B.F.S. nous a transmis les chiffres d'autres universités. Les tableaux en appendice portent également sur ces universités. M.L.

TABLEAU 1

TRAITEMENT MOYEN DE TOUS LES PROFESSEURS SELON L'UNIVERSITÉ, 1964-1965, 1966-1967, 1967-1968

ET

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965 et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

université	traitement moyen 1964-1965	traitement moyen 1966-1967	traitement moyen 1967-1968	augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968	
	$'000	$'000	$	$	%	$	%
Toronto	10.8	12.7	13 934	927	8.6	1 262	10.0
Alberta	10.7	12.5	13 748	917	8.6	1 251	10.0
Queen's	10.4	12.2	13 664	890	8.6	1 476	12.1
McMaster	10.1	11.8	13 057	826	8.2	1 276	10.8
McGill	10.3	11.7	12 868	706	6.9	1 166	10.0
Western	9.9	11.3	12 863	699	7.1	1 574	13.9
Calgary	-	11.4	12 749	-	-	1 397	12.3
U. B. C.	9.9	11.8	12 636	958	9.7	857	7.3
Laval	10.8	11.9	12 504	513	4.7	646	5.4
R. M. C.	9.7	11.8	12 488	1 041	10.7	657	5.6
Saskatchewan	10.6	12.0	12 469	667	6.3	498	4.2
Windsor	9.3	11.1	12 171	891	9.6	1 041	9.4
Manitoba	10.0	11.3	12 158	637	6.4	908	8.1
Sherbrooke	9.0	11.0*	12 133	1 025	11.4	1 095	9.9
Dalhousie	9.7	11.1	12 037	719	7.5	949	8.6
Waterloo	9.5	10.7	12 007	626	6.6	1 293	12.1
Lethbridge	-	-	11 992	-	-	-	-
Ottawa	9.1	10.5	11 726	700	7.8	1 271	12.2
Guelph	9.9	11.2	11 723	626	6.3	566	5.1
Nova Scotia Tech.	8.8	10.7	11 641	961	11.0	969	9.1
Bishop's	9.6	10.0	11 534	188	2.0	1 528	15.3
Carleton	9.6	10.7	11 446	577	6.0	698	6.5
Trent	-	10.3	11 421	-	-	1 108	10.7
York	9.4	10.3	11 384	456	4.9	1 051	10.2
Acadia	-	-	11 206	-	-	-	-
Victoria	8.6	10.2	11 158	768	8.9	979	9.6
Sir G. Williams	9.0	10.1	11 076	583	6.5	928	9.1
Simon Fraser	-	10.0	11 026	-	-	1 066	10.7
U. N. B.	9.0	10.2	10 935	587	6.6	772	7.6
Brandon	8.9	10.1	10 881	611	6.9	790	7.8
Brock	-	9.7	10 558	-	-	826	8.5
Mt Allison	7.8	9.6	10 443	897	11.5	828	8.6
Lakehead	8.2	9.5	10 366	620	7.5	882	9.3
St. John's	7.3	9.1	10 312	939	12.9	1 171	12.8
Loyola	8.3	9.5	10 301	594	7.2	816	8.6
Waterloo Luth.	8.5	9.2	10 269	375	4.5	1 066	11.6
St. Francis X.	7.9	9.6	10 011	844	10.7	415	4.3
Laurentienne	8.0	9.1	9 962	573	7.2	814	8.9
St. Mary's	8.0	9.6	9 937	790	9.9	319	3.3
Winnipeg	7.9	9.2	9 911	620	7.8	734	8.0
St. Paul's	8.1	8.5	9 890	222	2.8	1 385	16.3
St. Dunstan's	-	9.2	9 292	-	-	107	1.2
Moncton	-	8.5	9 124	-	-	670	7.9
Prince of Wales	-	6.9	8 716	-	-	1 838	26.7

* Rapport C. Geoffrion et L. Valiquette, étude des traitements des universités du Québec, mars 1967.

t a b l e a u 1-a

TRAITEMENT MOYEN DU PROFESSEUR TITULAIRE (directeur d'un département) SELON L'UNIVERSITÉ, 1964-1965, 1966-1967, 1967-1968

E T

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965 et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

université	traitement moyen 1964-1965	traitement moyen 1966-1967	traitement moyen 1967-1968	augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968	
	$'000	$'000	$	$	%	$	%
Toronto	18.1	20.6	23 162	1 259	7.0	2 542	12.3
Queen's	15.8	18.2	20 909	1 205	7.7	2 745	15.1
Sherbrooke	-	-	20 525	-	-	-	-
Alberta	15.0	18.4	20 075	1 725	11.6	1 669	9.1
Saskatchewan	-	18.8	19 875	-	-	1 078	5.7
Western	14.8	17.0	19 872	1 097	7.4	2 836	16.6
Simon Fraser	-	17.7	19 869	-	-	2 138	12.1
U. B. C.	16.0	18.2	19 567	1 082	6.8	1 396	7.7
McGill	15.4	17.6	19 374	1 092	7.1	1 770	10.1
Calgary	-	17.4	19 249	-	-	1 839	10.9
Victoria	14.4	16.4	18 758	1 022	7.1	2 333	14.2
R. M. C.	14.8	16.6	18 750	875	5.9	2 200	13.3
Waterloo	13.9	16.8	18 745	1 438	10.4	1 969	11.7
York	15.5	16.7	18 611	623	4.0	1 866	11.1
Manitoba	14.8	17.1	18 580	1 140	7.7	1 472	8.6
McMaster	15.1	17.8	18 466	1 327	8.8	711	4.0
Loyola	-	16.9	18 068	-	-	1 140	6.7
Ottawa	13.5	15.5	17 906	1 017	7.6	2 369	15.2
Guelph	13.6	16.3	17 715	1 355	10.0	1 401	8.6
U. N. B.	12.4	14.8	16 760	1 212	9.8	1 916	12.9
Trent	-	-	16 494	-	-	-	-
Windsor	13.5	15.2	16 478	829	6.2	1 307	8.6
Nova Scotia Tech.	-	14.6	16 400	-	-	1 800	12.3
Sir G. Williams	13.5	15.3	16 375	931	6.9	1 039	6.8
Laval	-	-	16 302	-	-	-	-
Waterloo Luth.	11.4	14.3	16 270	1 468	12.9	1 960	13.7
Brock	-	14.7	16 088	-	-	1 421	9.7
Lakehead	-	-	15 514	-	-	-	-
Brandon	11.5	13.7	14 938	1 117	9.8	1 238	9.0
Acadia	-	-	14 558	-	-	-	-
Mt. Allison	10.6	12.9	14 238	1 145	10.8	1 325	10.3
Moncton	-	-	14 000	-	-	-	-

t a b l e a u 1-b

TRAITEMENT MOYEN DU PROFESSEUR TITULAIRE (non directeur d'un département) SELON L'UNIVERSITÉ, 1964-1965, 1966-1967, 1967-1968,
SELON L'UNIVERSITÉ, POURCENTAGE D'AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MINIMAL ENTRE 1964-1965 et 1967-1968

E T

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965 et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

université	traitement moyen			augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968		augmentation annuelle moyenne du traitement minimal entre 1964-1965 et 1967-1968
	1964-1965	1966-1967	1967-1968					
	$'000	$'000	$	$	%	$	%	%
Toronto	14.7	16.8	18 941	1 058	7.2	2 126	12.6	5.6
Alberta	13.9	16.3	18 072	1 235	8.9	1 748	10.7	9.2
McMaster	14.0	16.1	17 798	1 056	7.6	1 699	10.6	5.1
Queen's	14.1	16.0	17 774	956	6.8	1 790	11.2	6.4
Western	13.1	15.0	17 493	977	7.5	2 480	16.5	8.3
McGill	14.1	15.8	17 435	845	6.0	1 673	10.6	5.1
Saskatchewan	-	16.4	17 413	-	-	1 048	6.4	7.7
York	14.2	14.6	17 291	216	1.5	2 660	18.2	5.1
Calgary	-	16.3	17 289	-	-	485	2.9	9.2
U. B. C.	13.7	15.9	17 216	1 077	7.9	1 338	8.4	8.9
Waterloo	12.9	15.1	17 197	1 107	8.6	2 068	13.7	6.7
Sherbrooke	-	-	17 115	-	-	-	-	-
Lethbridge	-	-	17 088	-	-	-	-	-
Loyola	-	16.0	16 783	-	-	819	5.1	7.5
Manitoba	13.5	15.6	16 634	1 034	7.7	1 074	6.9	5.8
R. M. C.	14.3	15.2	16 446	468	3.3	1 254	8.3	9.0
Brock	-	14.2	16 433	-	-	2 266	16.0	-
Simon Fraser	-	14.4	16 135	-	-	1 773	12.3	-
Laval	-	-	16 079	-	-	-	-	3.5
Victoria	13.5	15.2	16 000	845	6.3	843	5.6	6.9
Guelph	12.5	14.8	15 889	1 144	9.2	1 091	7.4	10.6
Ottawa	11.9	13.8	15 876	970	8.2	2 048	14.8	10.2
Windsor	12.5	14.7	15 813	1 098	8.8	1 117	7.6	-
U. N. B.	11.9	13.9	15 559	1 000	8.4	1 615	11.6	9.9
Waterloo Luth.	11.2	-	15 538	-	-	-	-	12.6
Lakehead	-	-	15 500	-	-	-	-	-
St. Francis X.	10.7	-	15 377	-	-	-	-	13.0
Sir G. Williams	13.7	14.8	15 314	809	5.9	514	3.5	4.0
Nova Scotia Tech	-	14.1	15 063	-	-	1 013	7.2	23.1
Acadia	-	-	14 500	-	-	-	-	16.7
Brandon	-	-	14 498	-	-	-	-	10.6
Moncton	-	-	14 000	-	-	-	-	20.9
Mt. Allison	10.2	12.6	13 795	1 197	11.8	1 215	9.7	-

t a b l e a u 1-c

TRAITEMENT MOYEN DE tous LES PROFESSEURS TITULAIRES SELON L'UNIVERSITÉ, 1964-1965, 1966-1967, 1967-1968

ET

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965 et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

université	t r a i t e m e n t m o y e n			augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968	
	1964-1965	1966-1967	1967-1968				
	$'	$'	$	$	%	$	%
Toronto	15.4	17.6	19 800	1 100	7.2	2 206	12.5
Sherbrooke	-	19.6*	19 213	-	-	- 407	- 2.1
Queen's	14.8	16.8	18 940	1 031	7.0	2 117	12.6
Alberta	14.4	17.1	18 841	1 361	9.5	1 727	10.1
Saskatchewan	15.7	17.4	18 413	844	5.4	986	5.7
Western	13.8	15.7	18 243	931	6.8	2 572	16.4
Calgary	-	17.1	18 117	-	-	979	5.7
McGill	14.6	16.4	18 039	920	6.3	1 591	9.7
McMaster	14.3	16.5	17 941	1 090	7.6	1 433	8.7
U. B. C.	14.4	16.5	17 831	1 055	7.3	1 309	7.9
Simon Fraser	-	16.4	17 753	-	-	1 305	7.9
York	15.3	15.6	17 741	150	1.0	2 141	13.7
Manitoba	14.4	16.3	17 607	978	6.8	1 281	7.8
Waterloo	13.3	15.6	17 565	1 139	8.6	1 984	12.7
Victoria	14.1	16.0	17 226	922	6.6	1 268	7.9
Loyola	13.3	16.5	17 211	1 592	12.0	721	4.4
Lethbridge	-	-	17 088	-	-	-	-
Ottawa	12.8	14.8	17 065	970	7.6	2 315	15.7
R. M. C.	14.4	15.6	17 053	582	4.1	1 484	9.5
Dalhousie	12.7	15.1	16 612	1 200	9.4	1 467	9.7
Guelph	12.9	15.5	16 574	1 285	10.0	1 113	7.2
Carleton	12.9	14.9	16 433	942	7.7	1 561	10.5
Trent	-	14.7	16 345	-	-	1 620	11.0
Brock	-	14.5	16 182	-	-	1 682	11.6
Laval	14.1	15.4	16 153	686	4.9	715	4.6
Windsor	13.1	14.9	16 108	890	6.8	1 184	7.9
U. N. B.	12.1	14.3	16 046	1 065	8.8	1 767	12.4
Bishop's	13.0	14.5	15 988	795	6.2	1 444	9.9
Sir G. Williams	13.5	15.2	15 984	851	6.3	791	5.2
Waterloo Luth.	11.3	14.3	15 944	1 498	13.3	1 634	11.4
Winnipeg	12.1	15.0	15 850	1 463	12.1	850	5.7
Nova Scotia Tech.	12.2	14.5	15 806	1 130	9.3	1 339	9.3
Lakehead	-	14.2	15 511	-	-	1 311	9.2
Laurentienne	-	14.1	15 417	-	-	1 367	9.7
St. Francis X.	11.0	15.0	15 377	1 980	17.9	354	2.4
Brandon	11.5	13.7	14 850	1 117	9.8	1 150	8.4
Acadia	-	-	14 531	-	-	-	-
Mt. Allison	10.6	12.8	14 129	1 135	10.8	1 304	10.2
Moncton	-	12.0	14 000	-	-	2 000	16.7

* Rapport C. Geoffrion et L. Valiquette, étude des traitements des universités du Québec, mars 1967.

t a b l e a u 1-d

TRAITEMENT MOYEN DU PROFESSEUR AGRÉGÉ SELON L'UNIVERSITÉ
1964-1965, 1966-1967, 1967-1968
SELON L'UNIVERSITÉ, POURCENTAGE D'AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MINIMAL
ENTRE 1964-1965 et 1967-1968

et

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965
et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

université	traitement moyen			augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968		augmentation annuelle moyenne du traitement minimal entre 1964-1965 et 1967-1968
	1964-1965	1966-1967	1967-1968					
	$'000	$'000	$	$	%	$	%	%
Lethbridge	-	-	14 480	-	-	-	-	-
Alberta	11.3	13.3	14 468	1 009	8.9	1 134	8.5	8.3
Toronto	10.9	12.5	14 024	764	7.0	1 571	12.6	6.3
Calgary	-	12.9	13 957	-	-	1 022	7.9	8.3
Queen's	10.6	12.6	13 894	977	9.2	1 293	10.3	8.8
Saskatchewan	11.5	13.2	13 862	868	7.6	660	5.0	7.0
McGill	11.0	12.7	13 796	843	7.7	1 140	9.0	5.7
Laval	11.2	12.9	13 533	848	7.6	670	5.2	5.6
Sherbrooke	11.4	12.1*	13 437	344	3.0	1 337	11.0	-
York	10.9	12.7	13 416	895	8.3	762	6.0	6.0
U. B. C.	10.6	12.4	13 409	928	8.8	989	8.0	8.5
Western	10.2	11.7	13 319	714	7.0	1 665	14.3	9.3
Windsor	10.6	12.5	13 279	945	9.0	808	6.5	-
Manitoba	10.9	12.4	13 262	786	7.3	839	6.8	7.4
McMaster	10.4	12.1	13 252	836	8.0	1 152	9.5	7.0
Simon Fraser	-	12.1	13 074	-	-	961	7.9	-
Guelph	10.5	12.3	13 053	918	8.8	734	6.0	9.3
Victoria	10.0	12.1	13 019	1 039	10.4	957	7.9	9.3
Trent	-	11.8	12 924	-	-	1 129	9.6	7.0
Brock	-	12.1	12 911	-	-	773	6.4	-
Ottawa	9.8	11.4	12 863	823	8.5	1 450	12.7	7.6
R. M. C.	11.0	12.3	12 853	614	5.6	596	4.9	6.3
Waterloo	10.4	11.4	12 747	533	5.2	1 319	11.5	5.3
Dalhousie	10.0	11.7	12 712	850	8.5	1 040	8.9	5.6
Carleton	10.8	11.7	12 570	460	4.3	855	7.3	6.3
Loyola	9.8	11.7	12 535	944	9.7	847	7.2	8.2
Lakehead	9.5	11.6	12 521	1 061	11.2	886	7.6	-
St. Mary's	9.2	11.7	12 496	1 250	13.6	784	6.7	10.8
Sir G. Williams	10.3	11.8	12 489	784	7.6	643	5.4	8.8
Bishop's	10.3	11.4	12 403	555	5.4	1 024	9.0	-
St. Francis X.	9.2	12.1	12 363	1 491	16.3	229	1.9	11.7
Nova Scotia Tech.	9.8	11.3	12 357	734	7.5	1 069	9.5	14.7
St. John's	8.4	10.7	12 300	1 134	13.5	1 633	15.3	12.7
U. N. B.	9.5	11.0	12 284	735	7.7	1 281	11.6	8.8
Winnipeg	9.1	11.7	12 209	1 295	14.2	509	4.4	-
Laurentienne	-	10.8	12 104	-	-	1 367	11.9	9.4
Waterloo Luth.	7.4	10.2	12 052	1 424	19.4	1 845	18.1	8.6
Brandon	9.8	11.0	11 940	635	6.5	896	8.1	7.4
Acadia	-	-	11 921	-	-	-	-	15.6
Mt. Allison	8.9	10.7	11 908	890	10.0	1 238	11.6	-
Moncton	-	9.7	11 767	-	-	2 079	21.5	18.3
St. Paul's	-	-	11 750	-	-	-	-	11.1
Prince of Wales	-	9.3	10 857	-	-	1 528	16.4	-
St. Dunstan's	-	8.9	9 857	-	-	969	10.9	-

* Rapport C. Geoffrion et L. Valiquette, étude des traitements des universités du Québec, mars 1967.

t a b l e a u 1-e

TRAITEMENT MOYEN DU PROFESSEUR ADJOINT SELON L'UNIVERSITÉ
1964-1965, 1966-1967, 1967-1968
SELON L'UNIVERSITÉ, POURCENTAGE D'AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MINIMAL
ENTRE 1964-1965 et 1967-1968

et

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965
et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

université	traitement moyen			augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968		augmentation annuelle moyenne du traitement minimal entre 1964-1965 et 1967-1968
	1964-1965	1966-1967	1967-1968					
	$'000	$'000	$	$	%	$	%	%
Toronto	8.6	10.0	11 284	709	8.2	1 236	12.3	7.6
Laval	9.5	10.6	11 274	577	6.1	631	5.9	8.8
Sherbrooke	9.1	10.2*	10 964	568	6.2	722	7.0	2.9
Alberta	8.7	9.9	10 908	616	7.1	966	9.7	6.7
R. M. C.	8.7	10.0	10 900	653	7.5	862	8.6	7.7
Queen's	8.6	10.0	10 894	659	7.7	937	9.4	7.6
Lethbridge	-	-	10 842	-	-	-	-	-
Western	8.3	9.4	10 821	552	6.7	1 401	14.9	7.9
Saskatchewan	9.1	10.3	10 772	591	6.5	490	4.8	5.3
McMaster	8.4	9.5	10 766	577	6.9	1 246	13.1	6.7
Windsor	8.5	10.0	10 722	740	8.7	758	7.6	-
McGill	8.5	9.5	10 717	520	6.2	1 224	12.9	6.7
Calgary	-	9.7	10 686	-	-	970	10.0	6.7
U. B. C.	8.4	10.0	10 590	817	9.8	559	5.6	10.5
Manitoba	8.3	9.6	10 490	623	7.5	911	9.5	6.7
Victoria	8.0	9.7	10 389	852	10.7	692	7.1	10.5
Nova Scotia Tech.	7.9	9.5	10 359	809	10.2	823	8.6	12.8
Simon Fraser	-	9.5	10 335	-	-	808	8.5	-
York	8.0	9.5	10 329	765	9.6	819	8.6	7.1
Lakehead	7.8	9.4	10 287	779	9.9	886	9.4	-
Dalhousie	8.0	9.6	10 213	825	10.4	606	6.3	4.8
Guelph	8.4	9.5	10 151	538	6.4	695	7.3	8.3
Waterloo	8.3	9.3	10 072	486	5.9	799	8.6	5.0
Ottawa	8.2	9.0	10 053	413	5.1	1 030	11.4	8.3
Brock	-	9.3	10 035	-	-	755	8.1	-
St. Paul's	7.9	9.1	10 000	561	7.1	950	10.5	9.5
Carleton	8.2	9.3	9 992	517	6.3	732	7.9	6.7
Sir G. Williams	8.1	9.4	9 961	646	8.0	532	5.6	8.3
Brandon	8.3	9.0	9 946	373	4.5	926	10.3	7.1
Loyola	7.9	9.0	9 929	549	7.0	930	10.3	9.7
Winnipeg	7.1	9.0	9 893	958	13.5	865	9.6	-
St. Dunstan's	-	8.9	9 857	-	-	969	10.9	-
Mt. Allison	7.3	9.1	9 836	879	12.0	755	8.3	-
Bishop's	7.8	8.7	9 764	435	5.5	1 078	12.4	-
Trent	-	9.1	9 747	-	-	622	6.8	6.7
U. N. B.	7.8	8.8	9 722	531	6.9	891	10.1	9.0
St. John's	7.2	8.6	9 578	700	9.7	978	11.4	9.5
Waterloo Luth.	7.8	8.2	9 541	212	2.7	1 331	16.2	7.3
St. Mary's	7.1	8.8	9 474	876	12.4	631	7.1	9.7
Laurentienne	8.0	8.6	9 391	316	4.0	777	9.0	5.7
Acadia	-	-	9 381	-	-	-	-	14.0
St. Francis X.	7.4	8.7	9 173	692	9.9	436	5.0	12.1
Prince of Wales	-	8.3	9 086	-	-	800	9.7	-
Moncton	-	8.2	8 930	-	-	724	8.8	13.9

* Rapport C. Geoffrion et L. Valiquette, étude des traitements des universités du Québec, mars 1967.

t a b l e a u 1-f

TRAITEMENT MOYEN DU CHARGÉ D'ENSEIGNEMENT SELON L'UNIVERSITÉ
1964-1965, 1966-1967, 1967-1968
SELON L'UNIVERSITÉ, POURCENTAGE D'AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MINIMAL
ENTRE 1964-1965 et 1967-1968

et

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965
et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

université	traitement moyen			augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968		augmentation annuelle moyenne du traitement minimal entre 1964-1965 et 1967-1968
	1964-1965	1966-1967	1967-1968					
	$'000	$'000	$	$	%	$	%	%
Saskatchewan	8.7	9.1	9 203	218	2.5	106	1.2	4.4
R. M. C.	6.9	8.3	9 127	746	10.9	783	9.4	1.9
Sherbrooke	8.2	8.1*	9 083	- 21	- 0.3	940	11.5	4.9
Queen's	6.8	7.8	9 029	534	7.9	1 191	15.2	-
Western	7.0	8.0	8 934	546	7.9	885	11.0	5.1
Laval	7.8	8.7	8 880	464	5.9	136	1.6	4.1
Victoria	7.0	8.4	8 769	679	9.7	402	4.8	10.3
Toronto	7.0	8.1	8 751	573	8.2	635	7.8	8.3
York	6.7	7.8	8 714	536	8.0	909	11.6	nil
McMaster	6.9	7.7	8 621	405	5.9	900	11.7	5.6
U. B. C.	6.9	8.2	8 606	671	9.8	388	4.7	12.1
Windsor	7.2	8.1	8 577	441	6.2	495	6.1	-
Nova Scotia Tech.	6.7	7.6	8 469	453	6.8	875	11.5	18.3
McGill	6.6	7.6	8 464	498	7.5	827	10.8	6.7
Calgary	-	-	8 418	-	-	-	-	-
Dalhousie	6.5	7.4	8 351	467	7.2	946	12.8	-
Lethbridge	-	-	8 300	-	-	-	-	-
Loyola	6.4	7.4	8 288	512	8.0	867	11.7	9.3
Alberta	6.7	7.4	8 279	380	5.7	853	11.5	-
Trent	-	7.3	8 270	-	-	964	13.2	6.1
Bishop's	7.1	7.6	8 250	257	3.6	640	8.4	-
Simon Fraser	-	7.7	8 214	-	-	465	6.0	-
Lakehead	6.7	7.3	8 211	328	4.9	881	12.0	-
St. John's	5.9	7.0	8 200	567	9.6	1 167	16.6	11.1
Manitoba	6.7	7.6	8 191	427	6.4	630	8.3	-
U. N. B.	6.1	7.4	8 167	669	11.1	773	10.5	-
Sir G. Williams	6.9	7.7	8 142	390	5.7	431	5.6	5.6
Brock	-	7.5	8 097	-	-	581	7.7	-
Guelph	6.5	7.4	8 088	469	7.3	690	9.3	10.1
Carleton	7.0	7.7	8 085	341	4.9	370	4.8	-
St. Paul's	6.5	7.2	8 075	319	4.9	905	12.6	12.1
Ottawa	6.5	7.2	7 999	373	5.8	798	11.1	8.5
Mt. Allison	6.1	7.2	7 863	555	9.2	680	9.5	-
Winnipeg	6.0	7.0	7 849	478	8.0	893	12.8	-
Laurentienne	7.0	7.2	7 727	100	1.5	510	7.1	3.1
Waterloo Luth.	6.1	6.9	7 682	373	6.1	793	11.5	5.7
Waterloo	6.7	7.1	7 681	240	3.6	532	7.4	4.0
St. Dunstan's	-	-	7 589	-	-	-	-	-
Acadia	-	-	7 575	-	-	-	-	-
St. Mary's	5.8	6.7	7 574	434	7.5	914	13.7	-
Prince of Wales	-	6.3	7 529	-	-	1 206	19.1	-
Brandon	6.7	7.2	7 450	225	3.4	279	3.9	-
St. Francis X.	6.1	6.9	7 223	403	6.7	347	5.0	9.4
Moncton	-	6.4	6 988	-	-	628	9.9	6.1

* Rapport C. Geoffrion et L. Valiquette, étude des traitements des universités du Québec, mars 1967.

t a b l e a u 1-g

TRAITEMENT MOYEN DES PROFESSEURS: rang inférieur à celui de chargé d'enseignement, 1964-1965, 1966-1967, 1967-1968

E T

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965 et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

université	t r a i t e m e n t m o y e n			augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968	
	1964-1965	1966-1967	1967-1968				
	$'000	$'000	$	$	%	$	%
Sherbrooke	6.9	-	8 548	-	-	-	-
Alberta	6.5	6.5	8 213	- 30	- 0.5	1 730	26.7
U. B. C.	6.6	7.5	8 149	444	6.8	665	8.9
Victoria	5.4	7.0	7 452	809	14.9	417	5.9
Saskatchewan	6.9	7.3	7 449	208	3.0	151	2.1
Western	6.0	6.9	7 267	446	7.5	379	5.5
Laurentienne	5.7	6.1	7 020	207	3.7	940	15.5
Guelph	5.4	6.4	6 962	496	9.2	545	8.5
York	-	6.4	6 920	-	-	565	8.9
Lakehead	-	5.9	6 857	-	-	997	17.0
Toronto	5.2	6.2	6 856	498	9.6	680	11.0
Brandon	-	-	6 700	-	-	-	-
U. N. B.	-	6.4	6 692	-	-	338	5.3
Waterloo Luth.	-	5.5	6 472	-	-	972	17.7
Prince of Wales	-	4.7	6 071	-	-	1 383	29.5
Loyola	4.8	5.2	5 893	217	4.6	709	13.7
Moncton	-	-	5 513	-	-	-	-

t a b l e 2 - Nominal and Real Median Salaries of Professors at Canadian Universities, 1956/57 to 1966/67.

Year	Professors		Associate Professors		Assistant Professors		All Ranks		
	Median Salary ($) (1)	Real Salary Index (1) (2)	Median Salary ($) (3)	Real Salary Index (1) (4)	Median Salary ($) (5)	Real Salary Index (1) (6)	Median Salary ($) (7)	Real Salary Index (1) (8)	Real Salary Index (2) (8a)
1956-57	8 171	100.00	6 640	100.00	5 180	100.00	5 892	100.00	89.08
1957-58	9 317	114.45	7 241	109.16	5 835	109.36	6 713	112.26	100.00
1958-59	10 473	126.10	8 181	120.89	6 664	122.42	7 445	120.24	107.11
1959-60	11 591	137.87	8 923	130.27	7 117	129.18	7 979	127.32	113.42
1960-61	12 304	145.13	9 399	136.06	7 420	133.54	8 404	132.97	118.45
1961-62	12 619	147.19	9 703	139.01	7 687	136.91	8 646	135.38	120.60
1962-63	12 972	149.39	9 858	139.33	7 778	136.67	8 894	132.40	122.39
1963-64	13 457	152.72	10 113	140.85	8 002	138.56	9 103	138.58	123.45
1964-65	14 163	157.92	10 634	145.52	8 390	142.74	9 668	144.61	128.82
1965-66	14 981	162.60	11 435	152.32	8 957	148.33	10 250	149.23	132.93
1966-67	16 201	172.01	12 345	161.17	9 629	155.99	11 175	159.16	141.78

Notes: (1) The real salary index is obtained by deflating the median salaries data by the implicit price index for personal expenditure. The median salaries series is deflated by the average of the price and G.N.P. per person employed for the two years spanned by the academic year except for the academic year 1966-67 since price and G.N.P. data were available only for the first two quarters of 1967.

(2) 1957/58 = 100 in order to allow comparison with corresponding table in Harry Johnson's "The Social Science in the Age of Opulence", C.J.E.P.S., Vol. XXXII, No. 4, Nov. 1966, TABLE I p. 428.

Sources: Median Salaries: D.B.S., Salaries and Qualifications of Teachers in Universities and Colleges, Catalogue no. 81-203.
Implicit price indexes and persons employed : D.B.S., National Accounts of Canada.

t a b l e a u 3-a

TRAITEMENT MOYEN* DE TOUS LES PROFESSEURS SELON LA PROVINCE ET LA RÉGION, 1964-1965, 1966-1967, 1967-1968**

et

SELON LA PROVINCE ET LA RÉGION, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965 et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

province région	t r a i t e m e n t m o y e n			augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968	
	1964-1965	1966-1967	1967-1968				
	$	$	$	$	%	$	%
Terre-Neuve	8 483	9 638	-	578	6.8	-	-
Île-du-P.-Édouard	-	7 660	8 930	-	-	1 270	16.6
Nouvelle-Écosse	8 951	10 532	11 107	791	8.8	575	5.5
Nouveau-Brunswick	8 609	9 826	10 493	609	7.1	667	6.8
Québec	10 115	11 376	12 289**	631	6.2	913	8.0
Ontario	10 017	11 433	12 508	708	7.1	1 075	9.4
Manitoba	9 559	10 825	11 736	633	6.6	911	8.4
Saskatchewan	10 637	11 971	12 469	667	6.3	498	4.2
Alberta	10 663	12 195	13 392	766	7.2	1 197	9.8
Col.-Britannique	9 688	11 252	12 145	782	8.1	893	7.9
Atlantique	8 747	9 976	10 762**	615	7.0	786	7.9
Québec	10 115	11 376	12 289**	631	6.2	913	8.0
Ontario	10 017	11 433	12 508	708	7.1	1 075	9.4
Ouest	10 093	11 548	12 470	728	7.2	922	8.0
CANADA	9 958	11 330	12 304**	686	6.9	974	8.6

* moyenne pondérée

** les chiffres de l'année d'exercice 1967-1968 sont provisoires parce qu'ils excluent les institutions suivantes: Memorial et Montréal.

t a b l e a u 3-b

TRAITEMENT MOYEN* DE tous LES PROFESSEURS TITULAIRES SELON LA PROVINCE ET LA RÉGION, 1964-1965, 1966-1967, 1967-1968**

et

SELON LA PROVINCE ET LA RÉGION, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965 et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

province région	t r a i t e m e n t m o y e n			augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968	
	1964-1965	1966-1967	1967-1968				
	$	$	$	$	%	$	%
Terre-Neuve	11 412	13 825	-	1 207	10.6	-	-
Île-du-P.-Édouard	-	-	-	-	-	-	-
Nouvelle-Écosse	12 476	15 046	15 922	1 285	10.3	876	5.8
Nouveau-Brunswick	11 569	13 684	15 277	1 058	9.1	1 593	11.6
Québec	14 405	16 306	17 168**	951	6.6	862	5.3
Ontario	14 345	16 329	18 154	992	6.9	1 825	11.2
Manitoba	11 814	16 067	17 296	2 127	18.0	1 229	7.6
Saskatchewan	15 740	17 427	18 413	844	5.4	986	5.7
Alberta	14 393	17 117	18 672	1 362	9.5	1 555	9.1
Col.-Britannique	14 390	16 477	17 775	1 044	7.3	1 298	7.9
Atlantique	11 969	14 328	15 705**	1 180	9.9	1 377	9.6
Québec	14 405	16 306	17 168**	951	6.6	862	5.3
Ontario	14 345	16 329	18 154	992	6.9	1 825	11.2
Ouest	14 598	16 739	18 052	1 071	7.3	1 313	7.8
CANADA	14 232	16 304	17 806**	1 036	7.3	1 502	9.2

* moyenne pondérée

** les chiffres de l'année d'exercice 1967-1968 sont provisoires parce qu'ils excluent les institutions suivantes: Memorial et Montréal.

t a b l e a u 3-c

TRAITEMENT MOYEN* DU PROFESSEUR AGRÉGÉ SELON LA PROVINCE ET LA RÉGION, 1964-1965, 1966-1967, 1967-1968**

et

SELON LA PROVINCE ET LA RÉGION, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965 et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

province région	traitement moyen			augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968	
	1964-1965	1966-1967	1967-1968				
	$	$	$	$	%	$	%
Terre-Neuve	9 456	11 160	-	852	9.0	-	-
Île-du-P.-Édouard	-	9 329	11 022	-	-	1 693	18.1
Nouvelle-Écosse	9 557	11 727	12 468	1 085	11.4	741	6.3
Nouveau-Brunswick	9 424	10 832	12 149	704	7.5	1 317	12.2
Québec	11 102	12 624	13 468**	761	6.9	844	6.7
Ontario	10 547	12 070	13 350	762	7.2	1 280	10.6
Manitoba	9 354	12 238	13 037	1 442	15.4	799	6.5
Saskatchewan	11 466	13 202	13 862	868	7.6	660	5.0
Alberta	11 317	13 239	14 334	961	8.5	1 095	8.3
Col.-Britannique	10 480	12 345	13 317	933	8.9	972	7.9
Atlantique	9 497	11 248	12 278**	876	9.2	1 030	9.2
Québec	11 102	12 624	13 468**	761	6.9	844	6.7
Ontario	10 547	12 070	13 350	762	7.2	1 280	10.6
Ouest	10 970	12 781	13 718	906	8.3	937	7.3
CANADA	10 709	12 362	13 406**	827	7.7	1 044	8.4

* moyenne pondérée

** les chiffres de l'année d'exercice 1967-1968 sont provisoires parce qu'ils excluent les institutions suivantes: Memorial et Montréal.

t a b l e a u 3-d

TRAITEMENT MOYEN* DU PROFESSEUR ADJOINT SELON LA PROVINCE ET LA RÉGION
1964-1965, 1966-1967, 1967-1968**

et

SELON LA PROVINCE ET LA RÉGION, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE 1964-1965 et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

province région	traitement moyen 1964-1965	traitement moyen 1966-1967	traitement moyen 1967-1968	augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968	
	$	$	$	$	%	$	%
Terre-Neuve	7 910	9 142	-	616	7.8	-	-
Île-du-P.-Édouard	-	8 666	9 472	-	-	806	9.3
Nouvelle-Écosse	7 789	9 358	9 722	785	10.1	364	3.9
Nouveau-Brunswick	7 639	8 815	9 592	588	7.7	777	8.8
Québec	8 795	10 088	10 720**	647	7.4	632	6.3
Ontario	8 402	9 547	10 533	573	6.8	986	10.3
Manitoba	7 696	9 425	10 360	865	11.2	935	9.9
Saskatchewan	9 101	10 282	10 772	591	6.5	490	4.8
Alberta	8 711	9 864	10 830	577	6.6	966	9.8
Col.-Britannique	8 343	9 880	10 505	769	9.2	625	6.3
Atlantique	7 762	9 116	9 668**	677	8.7	552	6.1
Québec	8 795	10 088	10 720**	647	7.4	632	6.3
Ontario	8 402	9 547	10 533	573	6.8	986	10.3
Ouest	8 571	9 858	10 612	644	7.5	754	7.6
CANADA	8 479	9 732	10 508**	627	7.4	776	8.0

* moyenne pondérée

** les chiffres de l'année d'exercice 1967-1968 sont provisoires parce qu'ils excluent les institutions suivantes: Memorial et Montréal.

t a b l e a u 3-e

TRAITEMENT MOYEN* DU CHARGÉ D'ENSEIGNEMENT SELON LA PROVINCE ET LA RÉGION
1964-1965, 1966-1967, 1967-1968**

et

SELON LA PROVINCE ET LA RÉGION, AUGMENTATION ANNUELLE MOYENNE DU TRAITEMENT MOYEN ENTRE
1964-1965 et 1966-1967 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1966-1967 et 1967-1968

province région	traitement moyen 1964-1965	traitement moyen 1966-1967	traitement moyen 1967-1968	augmentation annuelle moyenne du traitement moyen entre 1964-1965 et 1966-1967		augmentation du traitement moyen entre 1966-1967 et 1967-1968	
	$	$	$	$	%	$	%
Terre-Neuve	6 720	7 166	-	223	3.3	-	-
Île-du-P.-Édouard	-	6 323	7 552	-	-	1 229	19.4
Nouvelle-Écosse	6 182	7 120	7 741	469	7.6	621	8.7
Nouveau-Brunswick	6 064	7 161	7 850	549	9.1	689	9.6
Québec	7 221	8 207	8 578**	493	6.8	371	4.5
Ontario	6 794	7 689	8 397	448	6.6	708	9.2
Manitoba	6 203	7 393	8 087	595	9.6	694	9.4
Saskatchewan	8 661	9 097	9 203	218	2.5	106	11.7
Alberta	6 666	7 426	8 320	380	5.7	894	12.0
Col.-Britannique	6 908	8 086	8 499	589	8.5	413	5.1
Atlantique	6 145	7 089	7 772**	472	7.7	683	9.6
Québec	7 221	8 207	8 578**	493	6.8	371	4.5
Ontario	6 794	7 689	8 397	448	6.6	708	9.2
Ouest	7 125	7 919	8 439	397	5.6	520	6.6
CANADA	6 917	7 820	8 360**	452	6.5	540	6.9

* moyenne pondérée

** les chiffres de l'année d'exercice 1967-1968 sont provisoires parce qu'ils excluent les institutions suivantes: Memorial et Montréal.

tableaux 4-5

NOMBRE TOTAL DE PROFESSEURS SELON L'UNIVERSITÉ ET LA RÉGION,
1963-1964, 1964-1965, 1965-1966, 1966-1967, 1967-1968

E T

AUGMENTATION PROCENTUELLE DU NOMBRE DE PROFESSEURS ENTRE 1963-1964 et 1966-1967,
ENTRE 1966-1967 et 1967-1968

université	nombre total de professeurs					augmentation du nombre de professeurs	
	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968	entre 1963-64 et 1966-67	entre 1966-67 et 1967-68
	no	no	no	no	no	%	%
Memorial	122	122	167	192	-	57.4	-
Prince of Wales	-	-	-	39	49	-	25.6
St. Dunstan's	-	-	-	20	29	-	45.0
Acadia	-	-	85	-	103	-	-
Dalhousie	167	181	220	257	324	53.9	26.1
Nova Scotia Tech.	39	41	49	51	54	30.8	5.9
St. Francis X.	63	69	70	96	115	52.4	19.8
St. Mary's	48	51	56	66	82	37.5	24.2
Moncton	-	-	-	48	90	-	87.5
Mt. Allison	83	88	95	96	94	15.7	- 2.1
U. N. B.	164	182	209	255	289	55.5	13.3
Bishop's	34	41	49	60	64	76.5	6.7
Laval	358	413	571	626	736	74.9	17.6
Loyola	89	92	119	147	178	65.2	21.1
McGill	662	712	785	839	953	26.7	13.6
Montréal	299	387	461	660•	-	120.7	-
Sherbrooke	112	126	118	179•	212	59.8	18.4
Sir G. Williams	81	120	153	203	226	150.6	11.3
Brock	-	-	25	57	77	-	35.1
Carleton	128	145	186	215	319	68.0	48.4
Guelph	261	289	318	429	536	64.4	24.9
Lakehead	20	31	43	85	112	325.0	31.8
Laurentienne	27	46	52	86	108	218.5	25.6
McMaster	189	223	286	322	357	70.4	10.9
Ottawa	244	247	289	345	400	41.4	15.9
Queen's	295	345	387	433	492	46.8	13.6
R. M. C.	-	73	75	74	80	-	8.1
Toronto	838	949	1 049	1 209	1 488	44.3	23.1
Trent	-	-	39	51	76	-	49.0
Waterloo	156	215	297	364	449	133.3	23.4
Waterloo Luth.	57	68	89	98	116	71.9	18.4
Western	327	383	493	527	647	61.2	22.8
Windsor	143	158	171	200	232	39.9	16.0
York	46	75	140	211	308	358.7	46.0
Brandon	38	47	52	60	71	57.9	18.3
Manitoba	395	426	474	569	671	44.1	17.9
St. John's	19	19	19	20	24	5.3	20.0
St. Paul's	13	13	20	19	20	46.2	5.3
Winnipeg	49	51	66	73	83	49.0	13.7
Saskatchewan	413	532	618	708	827	71.4	16.8
Alberta	728	804	695	810	911	11.3	12.5
Calgary	-	-	210	290	364	-	25.5
Lethbridge	-	-	-	-	64	-	-
U. B. C.	844	954	1 055	1 111	1 253	31.6	12.8
Simon Fraser	-	-	-	252	310	-	23.0
Victoria	136	161	185	242	271	77.9	12.0
région							
Atlantique	686	734	951	1 120	1 229••	63.3	-
Québec	1 635	1 891	2 256	2 714	2 369••	66.0	-
Ontario	2 731	3 247	3 939	4 706	5 797	72.3	23.2
Ouest	2 635	3 007	3 394	4 154	4 869	57.6	17.2
CANADA	7 687	8 879	10 540	12 694	14 264••	65.1	-

• Rapport C. Geoffrion et L. Valiquette, étude des traitements des universités du Québec, mars 1967.

•• Chiffre provisoire excluant Memorial et Montréal.

t a b l e a u 6

Écart entre le 1er décile et l'échelle minimale : 1967-1968

université		titulaire	agrégé	adjoint	chargé d'enseignement
Acadia	min.	13 500	11 000	8 500	-
	1er décile	13 565	11 350	8 500	6 500
	écart en %	0.48	3.18	0.0	-
Alberta	min.	16 600	12 500	9 000	6 725
	1er décile	16 600	12 645	9 500	7 000
	écart en %	0.0	1.16	5.56	4.09
Bishop's	min.	14 500	11 200	8 700	7 300
	1er décile	14 500	11 200	8 700	7 500
	écart en %	0.0	0.0	0.0	2.74
Brandon	min.	14 500	11 000	8 500	-
	1er décile	-	11 000	8 760	-
	écart en %	-	0.0	3.06	-
U. B. C.	min.	15 200	11 300	9 200	7 500
	1er décile	15 200	12 000	9 500	7 500
	écart en %	0.0	6.19	3.26	0.0
Brock	min.	15 000	11 500	9 000	7 000
	1er décile	-	-	9 000	7 200
	écart en %	-	-	0.0	2.86
Calgary	min.	16 600	12 500	9 000	6 725
	1er décile	16 600	12 500	9 500	8 075
	écart en %	0.0	0.0	5.56	20.07
Carleton	min.	13 800	11 270	8 740	-
	1er décile	-	11 300	9 000	6 640
	écart en %	-	0.27	2.97	-
Dalhousie	min.	13 000	10 500	8 000	-
	1er décile	-	10 750	8 500	6 780
	écart en %	-	2.38	6.25	-
Guelph	min.	14 500	11 500	9 000	7 500
	1er décile	14 500	11 880	9 000	7 500
	écart en %	0.0	3.30	0.0	0.0
Lakehead	min.	15 300.	11 800	9 300	7 700
	1er décile	-	11 800	9 300	7 700
	écart en %	-	0.0	0.0	0.0
Laurentienne	min.	14 250	10 900	8 780	7 100
	1er décile	14 250	11 000	8 500	7 000
	écart en %	0.0	0.9	- 3.2	- 1.4
Laval	min.	12 470	10 510	8 845	6 740
	1er décile	14 383	11 700	9 500	7 000
	écart en %	15.34	11.32	7.41	3.86
Lethbridge	min.	16 600	12 500	9 000	6 725
	1er décile	-	12 863	9 430	-
	écart en %	-	2.90	4.78	-

t a b l e a u 6

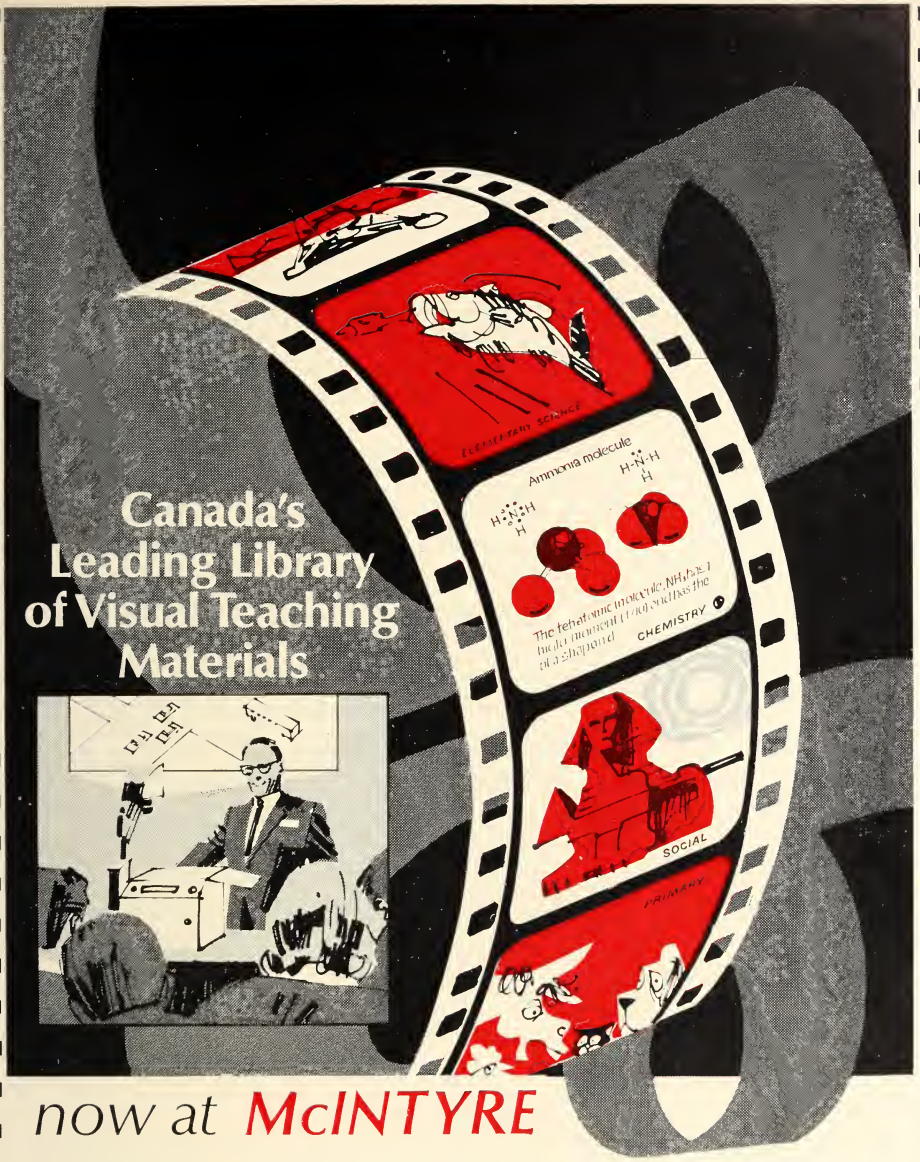
Écart entre le 1er décile et l'échelle minimale : 1967-1968 (suite)

université		titulaire	agrégé	adjoint	chargé d'enseignement
Loyola	min.	14 700	11 400	9 200	7 400
	1er décile	-	11 278	9 200	7 400
	écart en %	-	- 1.07	0.0	0.0
Manitoba	min.	15 200	11 600	9 000	-
	1er décile	15 200	11 600	9 200	7 000
	écart en %	0.0	0.0	2.22	-
McGill	min.	15 000	11 700	9 000	7 500
	1er décile	15 000	11 800	9 300	7 500
	écart en %	0.0	0.85	3.33	0.0
McMaster	min.	15 000	11 500	9 000	7 000
	1er décile	15 456	12 060	9 670	7 480
	écart en %	3.04	4.87	7.44	6.86
Moncton	min.	14 000	11 000	8 500	6 500
	1er décile	-	11 000	8 500	6 500
	écart en %	-	0.0	0.0	0.0
Mt. Allison	min.	-	-	-	-
	1er décile	-	11 020	8 960	6 500
	écart en %	-	-	-	-
U. N. B.	min.	14 000	11 000	8 500	6 500
	1er décile	14 500	11 200	8 800	7 000
	écart en %	3.57	1.82	3.53	7.69
N. S. Tech.	min.	-	-	-	-
	1er décile	-	11 100	8 650	-
	écart en %	-	-	-	-
Ottawa	min.	14 375	11 500	8 740	6 900
	1er décile	14 375	11 500	8 740	6 900
	écart en %	0.0	0.0	0.0	0.0
Pr. of Wales	min.	12 500	10 500	8 500	6 500
	1er décile	-	10 500	8 500	7 000
	écart en %	-	0.0	0.0	7.69
Queen's	min.	15 500	12 000	9 200	-
	1er décile	15 660	12 000	9 500	7 240
	écart en %	1.03	0.0	3.26	-
R. M. C.	min.	15 250	10 700	9 000	5 700
	1er décile	15 250	12 180	10 060	7 830
	écart en %	0.0	3.83	11.78	37.37
St. Dunstan's	min.	13 500	10 750	8 600	7 200
	1er décile	-	-	8 600	-
	écart en %	-	-	0.0	-
St. Francis X.	min.	14 050	11 350	7 800	6 800
	1er décile	14 455	11 000	7 800	7 000
	écart en %	2.88	- 3.08	0.0	2.94
St. John's	min.	15 200	11 600	9 000	7 200
	1er décile	-	-	-	-
	écart en %	-	-	-	-

tableau 6

Écart entre le 1er décile et l'échelle minimale : 1967-1968 (suite)

université		titulaire	agrégé	adjoint	chargé d'enseignement
St. Mary's	min.	13 500	11 000	8 400	-
	1er décile	-	11 000	8 500	6 450
	écart en %	-	0.0	1.19	-
St. Paul's	min.	15 200	11 600	9 000	7 500
	1er décile	-	-	-	-
	écart en %	-	-	-	-
Saskatchewan	min.	16 000	12 200	8 700	6 800
	1er décile	16 000	12 200	9 200	7 790
	écart en %	0.0	0.0	5.75	14.56
Sherbrooke	min.	12 575	9 950	8 150	7 000
	1er décile	-	11 460	9 325	7 325
	écart en %	-	15.18	14.42	4.64
Simon Fraser	min.	14 000	11 000	9 000	7 000
	1er décile	15 080	11 250	9 300	7 500
	écart en %	7.7	2.3	3.3	7.1
Sir G. Williams	min.	15 000	11 000	8 500	7 000
	1er décile	-	11 000	9 000	7 300
	écart en %	-	0.0	5.88	4.29
Toronto	min.	15 200	11 300	9 200	7 500
	1er décile	15 900	11 900	9 500	7 500
	écart en %	4.61	5.31	3.26	0.0
Trent	min.	15 000	11 500	9 000	7 100
	1er décile	-	11 500	9 000	7 500
	écart en %	-	0.0	0.0	5.63
Victoria	min.	14 500	11 500	9 200	7 200
	1er décile	14 500	11 590	9 500	7 700
	écart en %	0.0	0.78	3.26	6.94
Waterloo	min.	15 000	11 000	8 500	6 500
	1er décile	15 080	11 200	9 000	6 710
	écart en %	0.53	1.82	5.88	3.23
Waterloo Luth.	min.	14 250	11 000	8 600	7 000
	1er décile	-	11 280	8 600	7 000
	écart en %	-	2.55	0.0	0.0
Western	min.	15 000	11 500	9 500	7 500
	1er décile	15 400	11 810	9 500	7 500
	écart en %	2.67	2.70	0.0	0.0
Windsor	min.	15 000	12 000	9 000	7 000
	1er décile	15 000	12 000	9 500	7 600
	écart en %	0.0	0.0	5.56	8.57
Winnipeg	min.	15 200	11 600	9 000	-
	1er décile	-	11 600	9 000	7 000
	écart en %	-	0.0	0.0	-
York	min.	15 000	11 200	9 100	6 000
	1er décile	15 000	11 500	9 400	7 000
	écart en %	0.0	2.68	3.30	16.67



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SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1967-68
(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed between October 1967 and January 1968)

University	Full professors			Associate professors (4)	Assistant professors (5)	The rank immediately below assistant professor (6)	The rank immediately below the preceding (7)	Others (including visiting staff) (8)	Overall average	
	Department heads, etc. who are full professors (1)	Other full professors (2)	All full professors (total of 1 & 2) (3)						Including deans (9)	Excluding deans (10)
	$	$	$	$	$	$	$	$	$	$
Acadia University:						Lecturer				
Number in rank	13	11	24	26	37	16	-	-		
Floor	13,500	13,500	13,500	11,000	8,500	none	-	-		
10th percentile	14,045	13,565	14,060	11,350	8,500	6,500	-	-		
Average	14,558	14,500	14,531	11,921	9,381	7,575	-	-	11,206	
90th percentile	15,400	16,550	15,550	12,910	10,700	8,790	-	-		
University of Alberta:						Lecturer	Instructor			
Number in rank	71	114	185	319	323	45	8	31		
Floor	17,100	16,600	16,600	12,500	9,000	6,725				
10th percentile	18,055	16,600	16,650	12,645	9,500	7,000	..	7,800		
Average	20,075	18,072	18,841	14,468	10,908	8,279	8,213	11,435	13,748	
90th percentile	22,245	20,150	21,750	16,550	12,100	9,775	..	16,440		
Bishop's University:						Lecturer				
Number in rank	12	2	14	10	30	10	-	-		
Floor	14,500	14,500	14,500	11,200	8,700	7,300	-	-		
10th percentile	14,500	..	14,500	11,200	8,700	7,500	-	-		
Average		..	15,988	12,403	9,764	8,250	-	-	11,534	
90th percentile	17,270	..	17,265	14,000	10,600	8,800	-	-		
Brandon University:						Lecturer	Instructor			
Number in rank	8	2	10	20	28	8	4	1		
Floor		14,500	14,500	11,000	8,500	none				
10th percentile	..	..	14,500	11,000	8,760	..	..	..		
Average	14,938	..	14,850	11,940	9,946	7,450	6,700	..	10,881	
90th percentile	..	..	15,500	13,200	11,500	..	..	..		
University of British Columbia:						Instructor I	Instructor II & Lecturer			
Number in rank	72	203	275	308	473	84	113	-		
Floor	15,200	15,200	15,200	11,300	9,200	7,500	none	-		
10th percentile	17,600	15,200	15,200	12,000	9,500	7,500	6,000	-		
Average	19,567	17,216	17,831	13,409	10,590	8,606	8,149	-	12,636	
90th percentile	21,700	19,100	20,600	15,000	11,800	9,600	10,600	-		

Brock University:						Lecturer				
Number in rank	8	3	11	9	26	30	-	1		
Floor	15 000	15 000	15 000	11 500	9 000	7 000	-	-		
10th percentile	..	..	15 020	..	9 000	7 200	-	..		
Average	16 088	16 433	16 182	12 911	10 035	8 097	-	..		10 558
90th percentile	..	..	17 890	..	11 080	9 000	-	..		
University of Calgary:						Lecturer				
Number in rank	19	26	45	119	178	20	-	2		
Floor		16 600	16 600	12 500	9 000	6 725	-			
10th percentile	16 870	16 600	16 600	12 500	9 500	8 075	-	..		
Average	19 249	17 289	18 117	13 957	10 686	8 418	-	..	12 749	
90th percentile	22 480	18 990	21 075	16 000	12 000	8 650	-	..		
Carleton University (1):						Lecturer				
Number in rank			43	87	152	37				
Floor			13 800	11 270	8 740		-	-		
10th percentile			15 000	11 300	9 000	6 640	-	-		
Average			16 433	12 570	9 992	8 085	-	-	11 446	
90th percentile			18 000	14 100	11 000	8 900	-	-		
Dalhousie University:						Lecturer				
Number in rank			66	80	136	38	-	4		
Floor	13 000	13 000	13 000	10 500	8 000		-			
10th percentile			13 750	10 750	8 500	6 780	-	..		
Average			16 612	12 712	10 213	8 351	-	10 125	12 037	
90th percentile			20 600	15 500	13 000	10 060	-	..		
							Instructor			
University of Guelph:						Lecturer	& Assistant			
Number in rank	39	65	104	146	163	91	32	-		
Floor	16 000	14 500	14 500	11 500	9 000	7 500	6 500	-		
10th percentile	16 872	14 500	14 500	11 880	9 000	7 500	6 500	-		
Average	17 715	15 889	16 574	13 053	10 151	8 088	6 962	-	11 723	
90th percentile	18 550	17 000	18 184	14 040	11 247	8 880	7 720	-		
Lakehead University:						Lecturer	Teaching Ass.			
Number in rank	7	2	9	17	39	40	7	-		
Floor		15 300	15 300	11 800	9 300	7 700		-		
10th percentile	..	..	..	11 800	9 300	7 700	..	-		
Average	15 514	..	15 511	12 521	10 287	8 211	6 857	-	10 366	
90th percentile	..	..	..	13 460	11 600	9 000	..	-		
Université Laurentienne:						Lecturer	Instructor			
Number in rank			12	14	48	29	5			
Floor			14 250	10 900	8 780	7 100	5 900			
10th percentile			14 250	11 000	8 500	7 000				
Average			15 417	12 104	9 391	7 727	7 020		9 962	
90th percentile			17 650	13 600	10 300	8 500				

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(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed between October 1967 and January 1968)

	Full professors								Overall average	
	Department heads, etc. who are full professors (1)	Other full professors (2)	All full professors (total of 1 & 2) (3)	Associate professors (4)	Assistant professors (5)	The rank immediately below assistant professor (6)	The ranks immediately below the preceding (7)	Others (including visiting staff) (8)	Including deans (9)	Excluding deans (10)
	$	$	$	$	$	$	$	$	$	$
Université Laval:						Assistants				
Number in rank	53	106	159	147	293	128	-	9		
Floor		12 470	12 470	10 510	8 845	6 740	-			
10th percentile	13 218	14 383	14 279	11 700	9 500	7 000	-	..		
Average	16 302	16 079	16 153	13 533	11 274	8 880	-	13 976	12 504	
90th percentile	18 331	17 726	17 797	15 802	13 348	11 000	-	..		
University of Lethbridge:						Lecturer				
Number in rank	-	4	4	15	36	7	-	2		
Floor		16 600	16 600	12 500	9 000	6 725	-			
10th percentile	-	..	..	12 863	9 430	..	-	..		
Average	-	17 088	17 088	14 480	10 842	8 300	-	..	11 992	
90th percentile	-	..	..	16 300	12 200	..	-	..		
Loyola College						Lecturer	Instructor			
Number in rank	4	8	12	27	75	46	15	3		
Floor		14 700	14 700	11 400	9 200	7 400	5 700			
10th percentile	..	..	14 300	11 278	9 200	7 400	5 700	..		
Average	18 068	16 783	17 211	12 535	9 929	8 288	5 893	12 000	10 301	
90th percentile	..	..	19 800	13 500	10 855	9 280	6 250	..		
University of Manitoba:						Lecturer				
Number in rank	58	58	116	174	259	121	-	1		
Floor		15 200	15 200	11 600	9 000	none	-			
10th percentile	15 800	15 200	15 200	11 600	9 200	7 000	-	..		
Average	18 580	16 634	17 607	13 262	10 490	8 191	-	..	12 158	
90th percentile	21 840	19 840	21 000	15 000	11 500	9 090	-	..		
McGill University						Lecturer				
Number in rank	62	137	199	271	325	141	-	17		
Floor	15 000	15 000	15 000	11 700	9 000	7 500	-	-		
10th percentile	16 240	15 000	15 400	11 800	9 300	7 500	-			
Average	19 374	17 435	18 039	13 796	10 717	8 464	-	9 676	12 868	
90th percentile	23 320	20 910	19 900	15 580	12 000	9 000	-			

McMaster University:						Lecturer	Instructor		
Number in rank	18	66	84	94	142	36	1	-	
Floor	15 750	15 000	15 000	11 500	9 000	7 000	5 000	-	
10th percentile	15 790	15 456	15 660	12 060	9 670	7 480	..	-	
Average	18 466	17 798	17 941	13 252	10 766	8 621	..	-	13 057
90th percentile	22 140	21 500	21 500	14 409	11 806	9 840	..	-	
						chargé			
Université de Moncton: (6)						d'enseignement			
Number in rank	3	4	7	18	33	24	8		
Floor	14 000	14 000	14 000	11 000	8 500	6 500	5 000		
10th percentile				11 000	8 500	6 500			
Average	14 000	14 000	14 000	11 767	8 930	6 988	5 513		9 124
90th percentile				14 500	9 770	8 000			
Mount Allison University:						Lecturer			
Number in rank	13	4	17	13	36	28	-	-	
Floor	none	none	none	none	none	none	-	-	
10th percentile	13 420	..	13 210	11 020	8 960	6 500	-	-	
Average	14 238	13 775	14 129	11 908	9 836	7 863	-	-	10 443
90th percentile	14 800	..	14 800	12 770	10 480	9 020			
University of New Brunswick:						Lecturer	Instructor		
Number in rank	15	22	37	74	101	64	13	-	
Floor		14 000	14 000	11 000	8 500	6 500		-	
10th percentile	15 000	14 500	14 500	11 200	8 800	7 000	5 500	-	
Average	16 760	15 559	16 046	12 284	9 722	8 167	6 692	-	10 935
90th percentile	20 000	17 000	17 750	13 500	11 000	9 420	8 500	-	
Nova Scotia Technical College:						Lecturer			
Number in rank	5	4	9	14	23	8	-	-	
Floor	not stated	not stated	not stated	not stated	not stated	not stated	-	-	
10th percentile	..	..	..	11 100	8 650	..	-	-	
Average	16 400	15 063	15 806	12 357	10 359	8 469	-	-	11 641
90th percentile	..	..	..	13 750	11 425	..	-	-	
Université d'Ottawa:						Lecturer			
Number in rank	41	29	70	96	153	81	-	-	
Floor	14 375	14 375	14 375	11 500	8 740	6 900	-	-	
10th percentile	15 000	14 375	14 375	11 500	8 740	6 900	-	-	
Average	17 906	15 876	17 065	12 863	10 053	7 999	-	-	11 726
90th percentile	21 800	18 412	20 000	14 822	11 988	9 200	-	-	

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(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed between October 1967 and January 1968)

University	Full professors: Department heads, etc. who are full professors (1)	Full professors: Other full professors (2)	Full professors: All full professors (total of 1 & 2) (3)	Associate professors (4)	Assistant professors (5)	The rank immediately below assistant professor (6)	The ranks immediately below the preceding (7)	Others (including visiting staff) (8)	Overall average: Including deans (9)	Overall average: Excluding deans (10)
	$	$	$	$	$	$	$	$	$	$
Prince of Wales College:						Lecturer	Instructor			
Number in rank	-	-	-	14	14	14	7	-		
Floor		12 500	12 500	10 500	8 500	6 500		-		
10th percentile	-	-	-	10 500	8 500	7 000	..	-		
Average	-	-	-	10 857	9 086	7 529	6 071	-		8 716
90th percentile	-	-	-	11 800	10 100	8 800	..	-		
Queen's University:						Lecturer	Instructor			
Number in rank	45	76	121	127	207	34	1	2		
Floor		15 500	15 500	12 000	9 200	none				
10th percentile	17 950	15 660	15 910	12 000	9 500	7 240	..	..		
Average	20 909	17 774	18 940	13 894	10 894	9 029	..	..	13 664	
90th percentile	26 250	20 500	22 000	15 720	12 500	12 000	..	..		
Royal Military College:						Lecturer				
Number in rank	5	14	19	16	13	32	-	-		
Floor	16 000	15 250	15 250	10 700	9 000	5 700	-	-		
10th percentile	..	15 250	15 250	12 180	10 060	7 830	-	-		
Average	18 750	16 446	17 053	12 853	10 900	9 127	-	-	12 488	
90th percentile	..	18 450	20 275	14 580	11 805	10 230	-	-		
St. Dunstan's University:						Instructor	Lecturer			
Number in rank	-	-	-	4	14	9	2	-		
Floor		13 500	13 500	10 750	8 600	7 200	none	-		
10th percentile	-	-	-	..	8 600	..	..	-		
Average	-	-	-	11 600	9 857	7 589	..	-	9 292	
90th percentile	-	-	-	..	12 000	..	..	-		
St. Francis Xavier University:						Lecturer	Instructor			
Number in rank	-	11	11	23	55	24	2			
Floor		14 050	14 050	11 350	7 800 (2)	6 800		-		
10th percentile		14 455	14 455	11 000	7 800	7 000	..	-		
Average		15 377	15 377	12 363	9 173	7 223	..	-	10 011	
90th percentile		15 900	15 900	13 825	10 250	7 760	..	-		

St. John's College:						Lecturer				
Number in rank	1	1	2	4	9	9	-	-		
Floor	16 200	15 200	15 200	11 600	9 000	7 200	-	-		
10th percentile	..	..	..	..	..	..	-	-		
Average	..	..	..	12 300	9 578	8 200	-	-	10 312	
90th percentile	..	..	..	..	..	..	-	-		
St. Mary's University:						Lecturer	Instructor			
Number in rank	-	-	-	26	35	19	2	-		
Floor		13 500	13 500	11 000	8 400	none		-		
10th percentile	-	-	-	11 000	8 500	6 450	..	-		
Average	-	-	-	12 496	9 474	7 574	..	-	9 937	
90th percentile	-	-	-	14 400	10 750	9 150	..	-		
St. Paul's College (Manitoba):						Lecturer				
Number in rank	-	1	1	4	7	8	-	-		
Floor		15 200	15 200	11 600	9 000	7 500	-	-		
10th percentile		..	..	..	..	..	-	-		
Average		..	..	11 750	10 000	8 075	-	-		9 890
90th percentile		..	..	..	..	..	-	-		
University of Saskatchewan:						Lecturer	Instructor			
A) INCLUDING CLINICAL MEDICAL STAFF:										
Number in rank	54	79	133	222	289	79	78	26		
Floor		16 000	16 000	12 100	8 700	6 800	6 400			
10th percentile	16 380	16 000	16 000	12 200	9 200	7 790	6 580	8 040		
Average	19 875	17 413	18 413	13 862	10 772	9 203	7 449	9 081	12 469	
90th percentile	29 020	19 480	22 730	15 500	11 700	12 300	8 220	10 200		
B) EXCLUDING CLINICAL MEDICAL STAFF:						Lecturer	Instructor			
Number in rank	45	75	120	211	278	71	77	26		
Floor		16 000	16 000	12 100	8 700	6 800	6 400			
10th percentile	16 150	16 000	16 000	12 200	9 200	7 710	6 570	8 040		
Average	17 911	17 001	17 342	13 539	10 441	8 445	7 442	9 081	11 960	
90th percentile	19 500	18 100	19 000	15 100	11 700	9 200	8 230	10 200		
Université de Sherbrooke:						Chargé d'enseignement	Chargé de cours			
Number in rank	8	5	13	61	72	10	56	-		
Floor		12 575	12 575	9 950	8 150	7 000	7 000	-		
10th percentile	..	..	15 515	11 460	9 325	7 325	7 000	-		
Average	20 525	17 115	19 213	13 437	10 964	9 083	8 548	-	12 133	
90th percentile	..	..	28 400	16 360	12 710	13 000	10 500	-		
Sir George Williams University:						Lecturer				
Number in rank	12	7	19	62	120	25	-	-		
Floor		14 000	14 000	11 000	8 500	7 000	-	-		
10th percentile	14 300	..	14 000	11 000	9 000	7 300	-	-		
Average	16 375	15 314	15 984	12 489	9 961	8 142	-	-	11 076	
90th percentile	17 300	..	17 300	13 960	10 800	8 800	-	-		

SALARIES OF FULL-TIME LAY TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1967-68
(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

(Source: From data supplied to the Dominion Bureau of Statistics by the institutions listed between October 1967 and January 1968)

	Full professors								Overall average	
	Department heads, etc. who are full professors (1)	Other full professors (2)	All full professors (total of 1 & 2) (3)	Associate professors (4)	Assistant professors (5)	The rank immediately below assistant professor (6)	The ranks immediately below the preceding (7)	Others (including visiting staff) (8)	Including deans (9)	Excluding deans (10)
	$	$	$	$	$	$	$	$	$	$
University of Toronto:						Lecturer	Instructor			
Number in rank	77	301	378	388	375	188	56	103 (3)		
Floor	15 200	15 200	15 200	11 300	9 200	7 500				
10th percentile	18 000	15 900	16 000	11 900	9 500	7 500	5 600	9 000		
Average	23 162	18 941	19 800	14 024	11 284	8 751	6 856	12 985	13 934	
90th percentile	30 000	22 000	24 000	16 500	13 300	10 000	8 100	18 000		
Trent University:						Lecturer	Instructor			
Number in rank	8	2	10	17	38	10	1	-		
Floor	15 000	15 000	15 000	11 500	9 000	7 100	..	-		
10th percentile	..	..	15 000	11 500	9 000	7 500	..	-		
Average	16 494	..	16 345	12 924	9 747	8 270	..	-	11 421	
90th percentile	..	..		16 070	10 960		..	-		
University of Victoria (B.C.):						Instructor II	Instructor I and Lecturer			
Number in rank	12	15	27	59	109	42	29	5		
Floor	15 500	14 500	14 500	11 500	9 200	7 200	6 200			
10th percentile	17 440	14 500	14 500	11 590	9 500	7 700	6 500	..		
Average	18 758	16 000	17 226	13 019	10 389	8 769	7 452	10 900	11 158	
90th percentile	20 180	18 200	20 100	14 150	11 400	9 680	9 510	..		
University of Waterloo:										
Number in rank	20	64	84	132	162	71	-	-		
Floor	15 600	15 000	15 000	11 000	8 500	6 500	-	-		
10th percentile	15 800	15 080	15 240	11 200	9 000	6 710	-	-		
Average	18 745	17 197	17 565	12 747	10 072	7 681	-	-	12 007	
90th percentile	21 400	19 620	20 000	14 460	11 000	9 000	-	-		
Waterloo Lutheran University:						Lecturer	Instructor			
Number in rank	5	4	9	28	43	22	9	5		
Floor	14 250	14 250	14 250	11 000	8 600	7 000	none			
10th percentile	..	..	..	11 280	8 600	7 000	..	..		
Average	16 270	15 538	15 944	12 052	9 541	7 682	6 472	10 030	10 269	
90th percentile	..	..	..	12 620	10 700	8 500	..	..		

University of Western Ontario (4):									
Number in rank	46	100	146	156	225	78	41	1	
Floor	15 000	15 000	15 000	11 500	9 500	7 500	6 500		
10th percentile	17 500	15 400	15 800	11 810	9 500	7 500	6 500	..	
Average	19 872	17 493	18 243	13 319	10 821	8 934	7 267	..	12 863
90th percentile	22 000	19 675	21 000	15 400	12 500	10 600	9 495	..	
University of Windsor:						Lecturer			
Number in rank	16	20	36	64	99	32	-	1	
Floor		15 000	15 000	12 000	9 000	7 000	-		
10th percentile	15 360	15 000	15 180	12 000	9 500	7 600	-	..	
Average	16 478	15 813	16 108	13 279	10 722	8 577	-	..	12 171
90th percentile	18 640	16 600	17 680	14 600	11 800	9 500	-	..	
University of Winnipeg (5):						Lecturer	Instructor		
Number in rank	6	2	8	11	27	35	2	-	
Floor		15 200	15 200	11 600	9 000			-	
10th percentile	..	..	..	11 600	9 000	7 000	..	-	
Average	..	..	15 850	12 209	9 893	7 849	..	-	9 911
90th percentile	..	..	..	13 180	11 030	8 900	..	-	
York University:						Lecturer	Instructor		
Number in rank	14	27	41	50	117	87	13	-	
Floor		15 000	15 000	11 200	9 100	6 000		-	
10th percentile	16 000	15 000	15 000	11 500	9 400	7 000	6 400	-	
Average	18 611	17 291	17 741	13 416	10 329	8 714	6 920	-	11 384
90th percentile	24 800	22 000	21 950	15 750	11 500	10 030	8 430	-	
Simon Fraser University:						Instructor			
Number in rank	13	17	30	45	163	71		1	
Floor		14 000	14 000	11 000	9 000	7 000			
10th percentile	18 450	15 080	15 500	11 250	9 300	7 500			
Average	19 869	16 135	17 753	13 074	10 335	8 214			11 026
90th percentile	20 200	16 750	20 200	14 550	11 300	9 325			

(1) Includes St. Patrick's campus.

(2) Minimum of scale for 10-month appointment is $7,800. For a 12-month appointment, it is $9,000.

(3) Includes Associates, Clinical Teachers and Research Associates. Previously these were not included as there were few full-time staff holding these ranks.

(4) Excludes, as for 1966-67, Althouse College of Education. Includes, as in previous years, basic salary rates only of clinical medical staff.

(5) Formerly United College. As in previous years, data for theology staff are excluded.

(6) Excluant le personnel dont une partie du traitement est payé par la France.

DUFF-BERDAHL CONFERENCE ON UNIVERSITY GOVERNMENT

Taking advantage of the presence of Sir James Duff on campus as a Centennial Professor, the Committee on Instruction and Research in Higher Education of the University of Toronto arranged a conference on the Duff-Berdahl Report on *University Government in Canada.* The conference was held on the campus of the University of Toronto on October 27-28, 1967. Professor Robert O. Berdahl, the other commissioner, was also in attendance, as were more than eighty university administrators, faculty, students, and board members from institutions across Canada.

The basic idea of the conference was to provide opportunity for Sir James and Professor Berdahl to hear and reply to critical comments on their *Report,* and to follow this by general discussion. Predictably, given the size of the agenda, with many speakers invited to present critical comments, the time available for general discussion was severely limited — a point the student representatives, who were so dissatisfied with the conference agenda that they organized and held their own 'counter-conference', did not fail to make.

During the conference, a Report on changes in university government in Canada since the publication of the Duff-Berdahl *Report* was presented. This has already been printed in the December, 1967, issue of the *Bulletin* under the title: *The Inevitability of Gradualness* (Vol. 16, pp. 33-41).

The morning session of the Conference heard frank comments on the Duff-Berdahl *Report* from a faculty member, a university president, a board member, and a student.

Clark : *Developments at U.B.C.*

Professor Robert M. Clark, Director of Academic Planning at the University of British Columbia, reported briefly on the impact of the Duff-Berdahl *Report* at UBC. A number of committees and study groups had been spawned and serious study of proposed reforms in university government was underway. Four students had recently become members of the UBC Senate and had attended their first meeting "with unspectacular results." Professor Clark expressed himself in favour of more power being granted to the Academic Senate, but felt that this would be a long time coming.

Hicks : *Criticizes over-emphasis on tensions*

Henry Hicks, President of Dalhousie University, the only faculty member on the Board of Governors at that University, was critical of the D-B *Report* for over-emphasizing tensions and conflicts between administration and faculty. While conceding the value of Senate opinions on financial matters, President Hicks opposed as unrealistic the D-B recommendation for a joint Board-Senate finance committee. Indeed, he expressed himself as generally not favouring joint Board-Senate committees, preferring instead the arrangement Dalhousie has of a Senate Council which meets four times a year with the Executive Committee of the Board. He urged the value of a small executive committee of the Board, meeting regularly and exercising much of the power of the Board.

Stresses value of Board Executive Committee

McKim : *Rejects Board homogeneity criticism*

Mr. Anson McKim, a member of the Board of Governors of McGill University, rejected the observation in the Duff-Berdahl *Report* that most universities Boards were too homogeneous in composition. He argued that the preponderance of businessmen and lawyers on Boards reflects the fact that our universities have developed in a period in which such persons play a dominant part in society, and he denied that such persons necessarily reflected a homogeneous point of view. In favour of granting faculty representation on the Board, Mr. McKim was against granting business or professional groups the right to choose Board members.

Sulyma : *D.-B. Report the product of management consultants*

Mr. Terry Sulyma, a graduate student at York University, was vigorous and forthright in his sweeping criticism of the Duff-Berdahl *Report*. Contending that the Commissioners had undertaken to study structures without having first undertaken an examination of the more basic issues of the nature and objectives of the university, he rejected the *Report* as totally inadequate. He characterized the Commissioners as 'management consultants', whose job involved flattering those who hired them and making it easier for their employers to have their (previously agreed upon) principles accepted. He stated that, while he did not regard Commissioners Duff and Berdahl as unprincipled, he considered their report to be unprincipled. Students, he said, are very dissatisfied with the *Report*, not only because it has failed to come to grips with the real problems in our universities, but also because debate on the *Report* tends to stifle any real reforms in the universities.

Duff : *Supports strong academic senate*

In response to these commentators, Sir James remarked that he had recently revised the judgment expressed in the *Report* on the desirability of having private organizations make appointments to the Board and now preferred that they have power only to make nominations. He expressed his liking for some system of joint meetings between the executive of the Board and some corresponding committee of the Senate. He repeated his conviction that a strong Academic Senate is a key factor in a successful university and noted that the extraordinary weakness of most Canadian university Senates was most striking to him against the background of his British university experience.

Expressing his inability to comprehend fully the criticisms expressed by Mr. Sulyma, Sir James left Professor Berdahl to comment on them.

Berdahl : *Rejects students' criticisms*

Agreeing fully with the criticism that their *Report* had not dealt adequately with the matter of student participation in university government, Professor

Berdahl noted that the current interests of the students in university reform had not been reflected in the brief received by the Commission some three years ago from the student associations; and he repudiated utterly any suggestion that the Commissioners had acted in an unprincipled manner.

Dealing directly with the criticism that there should be no discussion of university government without prior consensus on the purposes of a university, Professor Berdahl reminded the students that,

> "There are many different perceptions of where and how a university should go. There are many different views — those of academics, of administrators, of students, of lay boards, and of governments. You can't have a discussion based on only one point of view. If you think you can, you have a lot of growing-up to do."

Rejects 'one-tier' system

Professor Berdahl re-inforced Sir James' emphasis upon the importance of the Academic Senate and indicated that he and his colleague do not accept the 'one-tier' system recently proposed by President Bissell of the University of Toronto. Workable perhaps a small institution, they regarded the single fused Board-Senate as impractical for a large institution. A major fault in most Canadian universities — the lack of proper long-range planning — would likely be aggravated in a single tier system with Board and Senate together too much pre-occupied with management matters.

Most of the students present at the morning session did not attend the afternoon sessions because of their decision to assist at the 'counter-conference' called by the Canadian Union of Students.

During the afternoon session, a number of persons recounted briefly their experiences with university government in their own institutions. Several outlined

recently concluded revisions in the structure of their institution's government; a faculty member recently elected to a Board gave an account of his experience; a lay member of a Board spoke of his impressions of the impact of faculty participation on the Board; and a student member of Senate gave her views on this.

Kreisel : *Faculty membership on Board an advantage*

Professor Henry Kreisel, Professer of English and Associate Dean of Graduate Studies at the University of Alberta (Edmonton), recounted some of his experiences as a faculty member on the Board of Governors of his university. He recorded the absence of tensions between the various groups on the Board and of the frank atmosphere in which Board business was conducted. He felt that faculty on the Board were able to bring to the Board attitudes and opinions represented from among their faculty colleagues, but noted that he and his fellow faculty member on the Board did not always take the same position on matters before the Board. As a member of the Finance Committee of the Board he had feared some conflict of interest, but had not found this to be the case.

A heavy responsibility

Of particular note was the work-load of Board members, all of whom served on at least one committee in addition to attending the ten regular Board meetings per year. Professor Kreisel indicated that he had spent on the average two days a week on Board duties last year, but allowed that — with procedures now working more smoothly — less time would be required of Board members this year.

Mason : *Faculty on Board aid President*

Mr. Henry E. Mason, a lay member of the Board of Regents of Mount Allison University, commented on his experiences. Because of the relative geographical isolation of the University, although the Board has forty-nine members, effectively its size is much smaller — some 20 to 25. Of these, two are faculty members. Much of the work of the Board, however, is done by a small Executive Committee with no faculty members on it at present, though the desirability of including

faculty is currently being debated. While almost impossible to state precisely what the faculty have done by their presence on the Board, faculty representation is judged a success. One effect has been to make it easier for the President to obtain faculty opinion on matters with which the Board deals. His load has been lightened and he no longer finds it necessary to speak on the Board for his faculty.

Yandle : *Objects to Senate secrecy*

Mrs. Sharon Yandle, a student at Simon Fraser University and one of three students serving on the thirty-seven member Senate of the University, reported on her experience. In a very forthright manner, she repudiated any suggestion that she represented students on the Senate, arguing that she was not in a position to represent student opinion on the Senate nor, because of the secrecy surrounding its activities, was she able to represent Senate opinion to the students.

"Student Power"

"Student power," she argued, was a widely misunderstood term. Students did not wish to run the university; they recognize the rightful roles of faculty and administration. What they do want is some say in the running of an institution in which they spend such a large period of time, particularly when they regard much of what presently goes on in the university as reactionary and irrelevant. Students consider the Duff-Berdahl *Report* as typical of these short-comings.

Students regard university reform as one aspect of social reform, Mrs. Yandle said. In the present university system, students feel dominated. Now, however, they are asking: Why can't we discuss the basic value system of our economy? Why are things in our society the way they are? But they are no longer asking for a share of control in the university; they are demanding it.

After delivering her remarks, Mrs. Yandle invited all present to join her at the 'counter-conference' sponsored by the Canadian Union of Students concurrently in session.

Palmer : *New Act at Western*

Professor E. E. Palmer of the Faculty of Law, University of Western Ontario and Chairman of the Senate Policy Committee there, gave a resumé of the background to the recent changes in the University's Act. Two main principles, he said, lay behind the recommendations of his Committee for revisions of the Act : that the Academic Senate should be granted more power; and that practising academics should control the Senate. These principles have been incorporated in the new Act and, according to Professor Palmer, the faculty at Western now have a chance to exercise their proper responsibilities. If the Act does not work, it will mean that the faculty have failed.

Lacoste : *New charter at Montréal*

M. Paul Lacoste, Vice-recteur, l'Université de Montréal, outlined the salient features of the new charter of that university. It is based upon three main principles: the university is a public institution without ideological constraints; the university is a secular institution without ecclesiastical control except in the faculty of theology; the university is an academic community with academics participating in its governance at all levels. Two other important aspects of the new charter were noted: it is a very flexible document capable of being amended very extensively from within the university itself as new situations emerge; it provides for wide powers of delegation. One novel feature of the new charter is the provision, made in response to pressures from the trade unions in Quebec, for three representatives of the non-academic staff on the University Assembly (the counterpart at Montréal of an Academic Senate).

Haist : *Limited terms for administrators at U of T*

Dr. R. E. Haist, Professor and Chairman of the Department of Physiology, Faculty of Medicine, University of Toronto, spoke of the work done by the Committee on Appointments, Tenure and Related Matters, the Committee mainly responsible for the new regulations covering these matters put into effect at U of T in 1967. Because the Committee judged that deans, directors, and department chairmen should be

ASSOCIATION NEWS — COMMUNICATIONS

1. CENTRAL OFFICE DIARY

CHRONIQUE DU SECRÉTARIAT

JANUARY - MARCH 1968

DE JANVIER À MARS 1968

6 janvier : le chargé de recherches participe à Toronto à la réunion du comité du mode de financement de l'enseignement supérieur.

January 14-20 : Executive Secretary to British Columbia for Committee hearings on the investigation of Simon Fraser University.

January 26 : Executive Secretary visits Waterloo Lutheran University on a case involving the Academic Freedom and Tenure Committee.

January 26-29 : Associate Executive Secretary to Saskatoon and Regina to participate in public meetings on "The University Crisis in Saskatchewan".

January 27-28 : Executive Secretary to Toronto for a meeting of the Committee on Academic Freedom and Tenure.

2 février : le chargé de recherches rencontre à Montréal le président du comité des traitements.

February 3-4 : Executive Secretary to Toronto for a meeting of the Milner Committee on Simon Fraser University

February 10-11 : Professional staff and members of the executive in Ottawa for a regular meeting of the Executive and Finance Committee.

February 22-23 : Associate Executive Secretary to Quebec City for meetings of the Canadian National Commission for UNESCO and the Sub-Committee on Education.

March 3-6 : Associate Executive Secretary to Chicago to participate in the 23rd National Conference on Higher Education sponsored by the American Association for Higher Education, NEA.

2. FROM THE FEBRUARY MEETING OF THE EXECUTIVE AND FINANCE COMMITTEE

RÉUNION DE FÉVRIER DU BUREAU DE DIRECTION

—Reception and review of the Milner Committee Report on Simon Fraser University. The E&F Committee voted to send a copy of the *Report,* accompanied by the same covering letter, to Dr. Kenji Okuda, President of the Faculty Association of Simon Fraser University, to President McTaggart-Cowan, and to Dr. Gordon Shrum, Chancellor and Chairman of the Board

of Governors; to publish the *Report* in the April issue of the *Bulletin;* and to present the *Report* to the May '68 meeting of Council;

—rapport de la réunion de janvier à laquelle se reconstitue le comité d'étude de l'A.C.P.U. sur le mode de financement de l'enseignement supérieur;

—A decision to invite local associations to submit nominations for the Executive and Finance Committee;

—discussion de certaines questions reliées à l'ensemble des travaux du secrétariat, en particulier attention portée sur le recrutement du personnel professionnel du secrétariat;

—Discussion by representatives of the A.U.C.C. and the C.A.U.T. of some matters of mutual interest. Included among these items were: possible adoption by the A.U.C.C. of the C.A.U.T. Policy Statement on Academic Appointments and Tenure; publication of academic vacancies in Canadian colleges and universities; proposals for a feasibility study to carry forward the recommendations of the *Ingraham Report* on pensions; ETV; the financing of the A.U.C.C.; principles and procedures involved in "accreditation" of Canadian institutions of higher education. It was agreed that further discussions should take place on these and other matters between the two associations, and the next meeting was scheduled for mid-April.

3. CHALLENGE TO UNIVERSITY AUTONOMY IN SASKATCHEWAN

DÉFI À L'AUTONOMIE UNIVERSITAIRE EN SASKATCHEWAN

Several months' uncertainty over the future of university autonomy in Saskatchewan was ended in late January with the announcement that no major changes in the method of dealing with the financing of the University were planned by the government.

The legislature of the province will continue to deal as before with the operating budget of the University, by means of a single vote for the total amount rather than by means of a series of sub-votes as had earlier been suggested by Premier Thatcher. The Board of Governors will continue to exercise full control over the budget, once it has been set, and will not be required to seek permission from the government to transfer funds from one budgetary category to another. The Board will also retain the power to establish building priorities and will continue to handle capital spending in the same manner as in the past.

The "crisis" in Saskatchewan was produced by statements made by Premier Thatcher during the fall that his government intended to "assume direct financial control" of the University and to deal with it like any other government department. The decision of the government not to alter the present system was undoubtedly

influenced by the strong opposition voiced in many quarters to the proposals for a change. The first skirmish has been won; whether the struggle is to continue remains to be seen.

4. ACADEMIC FREEDOM AT WATERLOO LUTHERAN UNIVERSITY

LIBERTÉ UNIVERSITAIRE À WATERLOO LUTHERAN UNIVERSITY

The C.A.U.T. has been asked by Dr. George Haggar, a faculty member at Waterloo Lutheran University, to investigate the decision of the University not to renew his contract beyond the current year, charging a violation of his academic freedom. The Committee on Academic Freedom and Tenure of the Association investigated the complaint and rendered its judgment in a letter addressed to Dr. Haggar. The full text of the letter, which was made public on February 12th, is printed here.

Monsieur George Haggar, professeur à Waterloo Lutheran University demande à l'A.C.P.U. d'enquêter sur la décision de l'université de terminer son engagement à la fin de l'année d'exercice en cours. Il prétend que cette décision porte atteinte à la liberté universitaire. Le comité de la liberté universitaire et la permanence de l'emploi de l'A.C.P.U., après étude, rend son jugement dans une lettre à monsieur Haggar. Nous vous soumettons le texte intégral de cette lettre rendue publique le douze février.

February 12, 1968

Dr. George Haggar,
Department of Political Science,
Waterloo Lutheran University,
Waterloo, Ontario.

Dear Dr. Haggar:

I am writing to advise you of the decision taken by the Committee on Academic Freedom and Tenure in connection with your appeal against Waterloo Lutheran University. Because the decision involves at one point a matter that is bound to be of concern on a number of campuses, it has been reviewed by the Executive and Finance Committee, which has approved this letter.

Because of the interest of the Waterloo Lutheran University Faculty Association in your case, a copy of this letter is being sent to the President of the Association. Interest was extended much farther, however, because of newspaper publicity. I am therefore writing this as an open letter to be released to the press.

So far as the University's decision not to renew your contract is concerned, I am afraid there is nothing that the C.A.U.T. can do. Professor Milner (Chairman of the A.F.&T. Committee) and I pointed out to you that the contract was for one year, that non-renewal does not constitute dismissal, and that in such circumstances a faculty member has no legal claim on the university. You conceded that this was so.

Nevertheless, the Committee on Academic Freedom and Tenure is considerably disturbed by three aspects of your situation. The first of these is the fact that you were not given a clear, unequivocal statement in writing of the reasons why your contract is not being renewed. The Committee has repeatedly stated its opinion — which is embodied in the C.A.U.T. Policy Statement on Academic Appointments and Tenure — that a faculty member is entitled to such a statement. Professor Milner and I stated this emphatically to the President, the Dean, and the Head of your Department, who seemed to be the only members of the faculty or administration who considered the question of your reappointment.

Secondly, the Committee is disturbed about your claim that academic freedom has been infringed, in that you believe that the refusal to renew your contract is at least partly based on your objections to the religious basis and bias of the University. This is of course spelled out in the University's Statement on Academic Freedom and Tenure, in part as follows:

> While the faculty member will possess the privilege of bringing under comment and criticism all matters of faith and doctrine, this is not to be interpreted as liberty to attack or in any way disparage the Christian religion. Criticism of Christianity and the Lutheran church in particular is to be made in a constructive manner for the welfare of Christendom rather than to its detriment [from Section (c), *Academic Freedom*].

Since the Statement forms a part of the contract that you signed with the University, we cannot reasonably accept your claim.

On the other hand, the Committee wishes to say emphatically that the policy stated in Section (c), from which I have quoted, is decidedly unacceptable. The position of the C.A.U.T. is clearly given in its Policy Statement, referred to above:

> Because a university's essential concerns are intellectual, academic freedom involves the right of appointment of staff or admission of students regardless of race, sex, religion, or politics. It involves the right to teach, investigate, and speculate without deference to prescribed doctrine. It involves the right to participate in the formulation of academic policies and the right to criticize the university.

We hope that Waterloo Lutheran University will amend its own Statement to bring it into line with the basic principles so described.

Thirdly, the Committee is disturbed by the absence at the University of appropriate procedures for dealing with questions of appointment, promotion, tenure, and so on. The methods in use are unacceptably authoritarian; nor can any degree of benevolence in applying them disguise or justify this fact. With all good wishes,

Sincerely yours,
J. Percy Smith,
Executive Secretary.

scholars, they recommended in favour of limited terms, subject to one renewal, and some rotation of persons in these offices. This is now the practice at Toronto. Moreover, persons relinquishing administrative positions suffer no reduction in stipend and are granted a one-year leave before re-assuming full-time academic duties.

Dunton : *Recommendations for reform at Carleton*

Dr. A. Davidson Dunton, President of Carleton University gave an account of the proposals for reform in the structure at Carleton recently presented by a joint Board-Senate-student-administration committee. The recommendations, which were not unanimous, proposed some sweeping changes. Among them was a recommendation for two students to sit on the Board of Governors. President Dunton reported that most students at the University have shown a resounding lack of interest in this matter, although some of his colleagues in other universities had been alarmed. He himself had found that a number of arguments against having students on the Board— for example, that they would not have the time to be good members — were very weak indeed. He felt that the main problem would be to provide continuity for the student members, some of whom would serve only one year. One interesting *caveat* introduced by President Dunton was to the effect that providing student representation on the Board may serve to give the Board too much importance and withdraw some power from the Senate, where it more properly belongs.

Berdahl : *Supports open meetings, rotation for deans and chairmen*

In the concluding remarks Professor Berdahl took up the point raised by Mrs. Yandle about Senate secrecy, expressing the opinion that both Board and Senate should operate as much as possible in the open. He again re-iterated his preference for a system for rotating deans and departmental chairmen, stating that the value in terms of improved faculty morale and a regular shift in administrative personnel is worth the price of losing the occasional exceptionally competent administrator. Such a rotation system, however, should

provide for a renewed term in exceptional circumstances and (hopefully) only after renewed consultation with faculty.

A revised opinion on eligibility for Senate

Professor Berdahl noted that he had changed his mind regarding eligibility of junior faculty members for election to Senate and now favoured having all full-time faculty both eligible to vote and to seek election.

Duff: *Gratified with progress of university reform*

Sir James Duff acknowledged that he too had changed his mind on this matter. In conclusion, he remarked — with characteristic humor, that "The walls of Jericho appear to have fallen with but one gentle blast of the Duff-Berdahl trumpet." The principal reason this was so, he said, was that the recommendations of the *Report* so well reflected the thinking which was already going on at the time in most Canadian universities. He expressed his great satisfaction with what was reported to have occurred at the University of Alberta, because it bore out so well the D-B predictions. Finally he confessed to being both puzzled and sad over the attitudes expressed by the two student representatives.

Edward J. Monahan.

U.S. STANDARD SCALES OF COMPENSATION 1968-69

Following the customary procedure of publishing grading scales for the next year before the appearance of its report in the summer issue of the Bulletin, *Committee Z of the A.A.U.P. calls attention to the standard scales of average and minimum compensation for 1968-69.*

Average Compensation Scale

	AA	A	B	C	D	E	F
Professor	$27,000	$21,500	$17,000	$13,600	$10,900	$9,000	$8,000
Associate Professor	15,000	13,500	11,900	10,400	9,000	7,900	7,200
Assistant Professor	12,000	10,700	9,560	8,580	7,760	7,100	6,600
Instructor	9,000	8,300	7,680	7,140	6,680	6,300	6,000

Minimum Compensation Scale

	AA	A	B	C	D	E	F
Professor	$18,180	$15,260	$12,700	$10,620	$8,950	$7,700	$6,880
Associate Professor	13,250	11,490	9,940	8,610	7,540	6,690	6,080
Assistant Professor	9,840	8,750	7,800	6,990	6,310	5,780	5,370
Instructor	7,400	6,810	6,320	5,880	5,500	5,160	5,000

SUBVENTION À LA RECHERCHE DURANT L'ÉTÉ

Cette enquête sur la subvention à la recherche durant l'été est menée auprès des universités et des collèges affiliés à l'Association canadienne des professeurs d'université. Nous avons communiqué avec monsieur Jean Boucher du Conseil des Arts du Canada lors de la rédaction du questionnaire de l'enquête. Trente-trois universités et collèges d'un total de quarante-cinq soumettent les renseignements. De ce nombre, vingt et une universités indiquent l'existence de régimes ou d'ententes *ad hoc* en matière de subvention à la recherche durant l'été. A douze universités ou collèges, aucun régime ou aucune entente ne permet de subventionner la recherche au cours de cette période. Ces universités et ces collèges sont les suivants : Brock, Guelph, Manitoba [1], Ottawa, Queen's, Royal Military College, St. Dunstan's, St. John's, Trent, Waterloo Lutheran, Windsor et York. Les universités et les collèges qui n'ont pas fourni l'information sont les suivants : Alberta, Brandon, Carleton, Jean-de-Brébeuf, Loyola, Memorial, Moncton, Montréal, Nova Scotia Technical College, St. Paul's, Simon Fraser, Sir George Williams.

La rémunération supplémentaire durant l'été, étude de l'Association canadienne des écoles de gradués

L'Association canadienne des écoles de gradués poursuivit l'an dernier une enquête quelque peu similaire par suite d'une demande formulée à leur réunion annuelle de mille neuf cent soixante-six. Chargé de l'étude, monsieur M. H. Appley, doyen de la *Faculty of Graduate Studies* de *York University* dépose le rapport [2] à la réunion de cet organisme en mille neuf cent soixante-sept. Trente universités participent à l'enquête.

De ce nombre, dix institutions indiquent l'existence de mesures permettant aux professeurs qui poursuivent des travaux de recherche durant l'été de retirer une rémunération supplémentaire. Le montant du traitement varie entre un maximum de $1400 aux professeurs titulaires et un minimum de $1000 aux professeurs adjoints. A l'exception

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[1] Des discussions sont en cours entre l'administration de l'université et l'association des professeurs en vue d'établir un régime de subvention de la recherche durant l'été, financé à même le fonds de fonctionnement de l'université.

[2] Study of Summer Faculty Research Stipend Practices (1967), prepared by Professor M. H. Appley, Dean, Faculty of Graduate Studies, York University, for Canadian Association of Graduate Schools, September, 1967.

d'une université, les sommes de ce régime proviennent du fonds de fonctionnement de l'université et du fonds général de recherches versé à l'université par le Conseil national de recherches.

Plusieurs universités qui n'offrent pas de rémunération supplémentaire aux professeurs engagés dans des travaux de recherche durant l'été indiquent que le traitement annuel des professeurs porte sur un engagement de douze mois; le traitement annuel inclut donc aussi la rémunération pour la recherche au cours de l'été. Six autres universités se penchent actuellement sur le sujet et plusieurs attendent le rapport Appley avant de considérer la question. Le rapport souligne également deux raisons qui expliquent l'absence de régimes de rémunération pour la recherche dans plus de la moitié (66.7 pour cent) des universités : la politique de l'université, le manque de ressources financières.

Conseil des Arts du Canada, Conseil national de recherches, Conseil des recherches médicales

Le Conseil des Arts du Canada ne verse aucune subvention générale de recherches à l'université pour aider à développer la recherche dans les domaines des humanités et des sciences sociales, sauf indirectement par un programme de subventions individuelles aux chercheurs. Sa contribution aux universités mêmes prend la forme de subventions aux bibliothèques. Jusqu'en 1966-1967, le Conseil décernait des subventions de recherche à court terme d'une valeur maximale de $1500 (1966-1967). Les chercheurs bénéficiaires de ces subventions pouvaient effectuer ces travaux de recherche durant l'été. Le Conseil a mis fin à ce programme cette année.

Le Conseil national de recherches accorde annuellement des subventions générales de recherches « aux administrateurs des universités canadiennes où sont menés un nombre appréciable de travaux de recherches subventionnés par le Conseil. Ce dernier les octroie sur sa propre initiative. Les fonds peuvent être utilisés par les bénéficiaires de la façon qu'ils jugeront la plus appropriée à aider à la recherche scientifique [3]. » « Le Conseil national de recherche s'est rendu compte de l'importance pour les universités de disposer de fonds leur offrant une certaine latitude dans l'établissement de leurs programmes de recherches, et il a alloué des subventions pour recherches générales, sur la base d'un certain pourcentage des subventions pour dépenses courantes de l'établis-

[3] Compte rendu annuel sur l'aide apportée à la recherche scientifique dans les universités, Conseil national de recherches, Ottawa, 1966-1967, p. 35

sement [4]. » Les chiffres sur le montant des subventions générales de recherches sont confidentiels. Le Conseil nous informe toutefois que cet article du budget compte pour environ 7½ pour cent du total des subventions individuelles aux chercheurs pour la conduite de travaux de recherche au cours de l'année précédente.

Le Conseil de recherches médicales, en plus des subventions individuelles aux chercheurs, « fournit une subvention générale au doyen de chacune des quatorze [5] écoles canadiennes de médecine: les doyens utiliseront ces subventions à leur guise pour développer la recherche médicale dans leur université [6] ». Les rapports financiers du Conseil mentionnent que le poste des subventions générales de recherches versées aux universités compte pour $144 000 annuellement entre 1963-1964 et 1965-1966.

Les subventions générales de recherches octroyées aux universités bien que faibles, comparées au montant total des sommes consacrées par l'université à ses programmes de recherche, permettent néanmoins un départ dans le financement de ces programmes dans les domaines des sciences pures et des sciences appliquées. Par contre dans les humanités et les sciences sociales, l'université ne reçoit aucune aide de cette nature du Conseil des Arts du Canada. Pour financer ces programmes de recherche, l'université doit utiliser ses propres fonds ou recourir à des subventions d'autres sources.

Subventions à la recherche durant l'été

Nous vous présentons en appendice les données de l'enquête. Cette étude ne porte pas uniquement sur la rémunération supplémentaire des professeurs engagés dans des travaux de recherche au cours de l'été. À certaines institutions, la subvention peut servir à acquitter les dépenses de recherche dont le traitement d'assistants, les frais de déplacement, de séjour et de subsistance, l'achat ou la location d'appareils de recherche, la location de services, etc. Les universités Bishop's, Calgary, McGill, St. Mary's sont dotées d'un régime de subvention à la recherche à longueur d'année. Cependant ces fonds peuvent également être accordés pour une recherche durant l'été.

On remarque assez peu d'uniformité entre les différentes mesures de subventions à la recherche à travers le pays. À seize universités, il

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[4] Compte rendu annuel sur l'aide apportée à la recherche scientifique dans les universités, Conseil national de recherches, Ottawa, 1965-1966, p. 31.
[5] Tel que cité dans le rapport de 1965-1966.
[6] Compte rendu annuel sur l'aide apportée à la recherche scientifique dans les universités, Conseil des recherches médicales, Ottawa, 1965-1966, p. 3.

s'agit d'un régime établi et à cinq, d'ententes *ad hoc*. En général le financement de ces programmes de recherche provient du fonds de fonctionnement de l'université et des subventions générales de recherches du Conseil national de recherches.

Les conditions admises pour soumettre une demande de subvention varient depuis la simple présentation d'un projet de recherche jusqu'à la recommendation du directeur et du doyen, la direction d'étudiants au-delà du premier cycle d'étude, la rédaction d'un rapport de recherche.

Si l'on calcule la valeur moyenne des subventions versées par chacune des universités, cette moyenne s'échelonne en 1966-1967 entre $260 à Lakehead, $714 à Calgary, $1 362 à British Columbia, $1 742 à Western, $3 382 à McGill. La nature du projet de recherche fixe à certaines universités la valeur même de la subvention; à d'autres institutions, le montant est uniforme quel que soit le rang du professeur; enfin à d'autres, le montant fixe est variable selon le rang universitaire.

La procédure de sélection des candidats peut n'exiger que la seule décision du recteur. En général toutefois, des comités de sélection étudient les demandes de subventions, formulent les recommandations à une autorité (comité ou recteur) qui prend les dernières décisions.

Mireille Lapointe
chargé de recherches

A P P E N D I C E : subvention de la recherche durant l'été

t a b l e a u 1 (p.1)

université	régime ou ententes ad hoc	provenance des fonds	domaine de subvention de la recherche	conditions pour soumettre une demande de subvention
Acadia	régime	gouvernement fédéral	sciences pures	présentation d'un projet de recherche autre subvention de l'extérieur recherche intra-muros le candidat ne doit pas accepter un autre travail rémunéré durant les mois d'été
Bishop's[1]	-	à même le fonds de fonctionnement de l'université	humanités sciences sociales	présentation d'un projet de recherche
U. B. C.	régime	à même le fonds de fonctionnement de l'université subventions générales du C.N.R.	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche
Calgary[1]	régime	à même le fonds de fonctionnement de l'université	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche professeur à temps complet le professeur doit demeurer employé par l'université durant la durée de la recherche

t a b l e a u 1 (p.2)

université	régime ou ententes ad hoc	provenance des fonds	domaine de subvention de la recherche	conditions pour soumettre une demande de subvention
Dalhousie	régime	à même le fonds de fonctionnement de l'université subventions générales du C.N.R.	humanités sciences sociales sciences pures sciences appliquées	autre subvention de l'extérieur recommandation du directeur de département recherche intra-muros le candidat doit diriger des étudiants au-delà du premier cycle
École de médecine vétérinaire	ad hoc	gouvernement fédéral gouvernement provincial	sciences pures sciences appliquées	présentation d'un projet de recherche recommandation du directeur de département recommandation du doyen de la faculté recherche intra-muros
Lakehead	régime	fondations canadiennes	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche
Laurentienne	ad hoc	à même le fonds de fonctionnement de l'université gouvernement fédéral	humanités sciences sociales sciences pures	recommandation du directeur de département recommandation du doyen de la faculté recherche extra-muros
McGill	régime	à même le fonds de fonctionnement de l'université gouvernement fédéral gouvernement provincial	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche recommandation du directeur de département

t a b l e a u 1 (p.3)

université	régime ou ententes ad hoc	provenance des fonds	domaine de subvention de la recherche	conditions pour soumettre une demande de subvention
McMaster arts:	régime	à même le fonds de fonctionnement de l'université	humanités sciences sociales	présentation d'un projet de recherche recommandation du directeur de département recommandation du doyen de la faculté le candidat doit détenir un grade universitaire au-delà de la maîtrise le rang du candidat doit être au moins celui de professeur adjoint le candidat doit soumettre un rapport écrit de ses travaux à l'automne le candidat doit indiquer le nom de personnes à l'extérieur de l'université susceptibles d'être consultées
sciences:	régime	à même le fonds de fonctionnement de l'université gouvernement fédéral industries[2]	sciences pures sciences appliquées	présentation d'un projet de recherche autre subvention de l'extérieur recherche intra-muros[3] le candidat doit diriger des étudiants au-delà du premier cycle le candidat doit être reconnu comme chercheur le candidat doit poursuivre des recherches avancées au cours de l'année
Mount Allison	ad hoc	gouvernement fédéral Marjorie Young Bell Fund	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche recommandation du directeur de département
U. N. B.	régime	à même le fonds de fonctionnement de l'université C.N.R.	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche recommandation du directeur de département recommandation du doyen de la faculté

t a b l e a u 1 (p.4)

université	régime ou ententes ad hoc	provenance des fonds	domaine de subvention de la recherche	conditions pour soumettre une demande de subvention
St. Francis X.	régime	à même le fonds de fonctionnement de l'université	humanités	recommandation du doyen de la faculté
St. Mary's	régime	à même le fonds de fonctionnement de l'université	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche recommandation du directeur de département
Saskatchewan-Regina[4]	ad hoc	subventions générales du C.N.R.	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche recommandation du directeur de département recommandation du doyen de la faculté
Saskatchewan-Saskatoon	régime	à même le fonds de fonctionnement de l'université gouvernement fédéral gouvernement provincial	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche[5]
Toronto	régime	à même le fonds de fonctionnement de l'université gouvernement provincial	humanités sciences sociales sciences pures sciences appliquées	recommandation du directeur de département recherche intra-muros direction d'au moins un étudiant au-delà du premier cycle au moins deux mois à l'université durant l'été aucune autre rémunération supplémentaire durant cette période

t a b l e a u 1 (p.5)

université	régime ou ententes ad hoc	provenance des fonds	domaine de subvention de la recherche	conditions pour soumettre une demande de subvention
Victoria	régime	à même le fonds de fonctionnement de l'université	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche
Waterloo	régime	-	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche autre subvention de l'extérieur recommandation du directeur de département
Western	régime	gouvernement provincial	humanités sciences sociales sciences pures sciences appliquées	présentation d'un projet de recherche recommandation du directeur de département recommandation du doyen de la faculté le candidat doit soumettre un rapport de recherche avant octobre
Winnipeg	régime	gouvernement provincial	humanités sciences sociales sciences pures	présentation d'un projet de recherche recommandation du directeur de département recommandation du doyen de la faculté au moins une année de service à l'université

1 les subventions ne sont pas accordées uniquement pour la période d'été; les candidats peuvent obtenir des subventions à des travaux de recherche au cours de l'année universitaire.
2 ces sommes proviennent du Canada et des États-Unis.
3 à quelques occasions selon la nature du projet de recherche, des subventions sont accordées aux recherches extra-muros.
4 il n'existe pas de régime comme tel; il est toutefois possible d'obtenir certaines subventions financées à même les subventions générales du C.N.R. versées au recteur de l'université.
5 les projets de recherche qui permettent de compléter un doctorat ou une maîtrise ne sont pas acceptés sous ce régime.

t a b l e a u 2 (p.1)

université	normes selon lesquelles s'effectue la distribution du nombre et du montant des subventions	montant de la subvention	coûts défrayés par la subvention
Acadia	à la discrétion du recteur de l'université	$ 1 000	traitement du professeur[1]
Bishop's	-	-	frais de déplacement publication
U. B. C.	au mérite	peu de subventions de plus de $ 3 000 le mode: $ 1 200	traitement supplémentaire de certains professeurs[2] traitement d'adjoints et d'assistants salaire de techniciens, de commis et de secrétaires frais de déplacement frais de séjour et de subsistance achat ou location d'appareils achat de matériel ou de fournitures location de services publication
Calgary	au mérite possibilité de mener à terme le projet préférence accordée aux jeunes professeurs	variable	traitement d'adjoints et d'assistants salaire de techniciens, de commis et de secrétaires frais de déplacement frais de séjour et de subsistance achat ou location d'appareils achat de matériel ou de fournitures location de services

t a b l e a u 2 (p.2)

université	normes selon lesquelles s'effectue la distribution du nombre et du montant des subventions	montant de la subvention	coûts défrayés par la subvention
Dalhousie	—	$ 1 400 - titulaire 1 200 - agrégé 1 000 - adjoint demi-subvention aux professeurs qui ne dirigent pas d'étudiants au-delà du premier cycle	rémunération supplémentaire
École de médecine vétérinaire	selon la valeur et l'intérêt du projet	variable	salaire de techniciens frais de déplacement achat ou location d'appareils achat de matériel ou de fournitures publication
Lakehead	selon la nature du projet	variable	traitement d'adjoints et d'assistants salaire de techniciens, de commis et de secrétaires frais de déplacement frais de séjour et de subsistance achat ou location d'appareils achat de matériel ou de fournitures location de services publication en général, plutôt pour l'achat ou la location d'appareils que pour des traitements et des salaires

t a b l e a u 2 (p.3)

université	normes selon lesquelles s'effectue la distribution du nombre et du montant des subventions	montant de la subvention	coûts défrayés par la subvention
Laurentienne	-	$ 500	frais de déplacement frais de séjour et de subsistance
McGill	selon le projet budget déterminé annuellement selon les demandes par discipline: humanités, sciences sociales, sciences physiques et sciences biologiques	variable	salaire de techniciens, de commis et de secrétaires frais de déplacement achat ou location d'appareils[3] achat de matériel ou de fournitures location de services publication[4]
McMaster arts:	au mérite	$ 1 400 - titulaire 1 200 - agrégé 1 000 - adjoint subvention partielle aux professeurs qui enseignent aux cours d'été	traitement du professeur[1] (occasionnellement) frais de déplacement achat de fournitures
sciences:	au mérite	$ 1 400 - titulaire 1 200 - agrégé 1 000 - adjoint 2/9 du traitement si la subvention vient de l'extérieur	traitement du professeur[1]

t a b l e a u 2 (p.4)

université	normes selon lesquelles s'effectue la distribution du nombre et du montant des subventions	montant de la subvention	coûts défrayés par la subvention
Mount Allison	au mérite selon les fonds disponibles	variable	traitement du professeur[1] traitement d'adjoints et d'assistants salaire de techniciens frais de déplacement achat ou location d'appareils achat de matériel ou de fournitures location de services publication
U. N. B.	—	humanités et sciences sociales: subventions accordées aux Assistants Prof. et Lecturers sciences: montant plus élevé et variable	variable selon le bénéficiaire
St. Francis X.	tous les professeurs avec permanence qui effectuent des travaux de recherche durant l'été	$ 1 200	traitement du professeur[5]
St. Mary's	au mérite selon la compétence	variable	salaire de techniciens, de commis et de secrétaires frais de déplacement frais de séjour et de subsistance achat ou location d'appareils achat de matériel ou de fournitures

t a b l e a u 2 (p.5)

université	normes selon lesquelles s'effectue la distribution du nombre et du montant des subventions	montant de la subvention	coûts défrayés par la subvention
Saskatchewan-Regina	au mérite aux jeunes professeurs qui terminent leur doctorat	subvention faible et variable	frais de déplacement achat ou location d'appareils achat de matériel ou de fournitures
Saskatchewan-Saskatoon	selon le projet selon le nombre de candidatures selon les sommes disponibles	variable	traitement d'adjoints et d'assistants frais de déplacement achat ou location d'appareils achat de matériel ou de fournitures location de services
Toronto	-	$ 1 000 dans quelques cas: $ 500	traitement du professeur[1]
Victoria	selon le projet selon le nombre de candidatures selon le montant disponible	variable	traitement d'adjoints et d'assistants frais de déplacement frais de séjour et de subsistance achat ou location d'appareils achat de matériel ou de fournitures location de services
Waterloo	-	$ 1 400 - titulaire 1 200 - agrégé 1 100 - adjoint	traitement du professeur[5]

t a b l e a u 2 (p.6)

université	normes selon lesquelles s'effectue la distribution du nombre et du montant des subventions	montant de la subvention	coûts défrayés par la subvention
Western	selon la valeur du projet selon le nombre de candidatures selon les sommes disponibles	$ 1 900 demi-subvention dans certains cas, dont l'enseignement aux cours d'été	traitement du professeur[5]
Winnipeg	revision en cours	variable	traitement d'adjoints et d'assistants salaire de techniciens frais de déplacement frais de séjour et de subsistance achat ou location d'appareils achat de matériel ou de fournitures location de services publication

[1] revenu imposable mais aucune contribution supplémentaire à la caisse de retraite.
[2] les professeurs aux rangs d'Assistant et d'Instructor II, dont le traitement annuel est inférieur à $ 10 000, peuvent recevoir une subvention maximale de $ 1 000 ou porter leur traitement à un maximum de $ 10 000 s'ils consacrent les trois mois d'été à une recherche déterminée. Ce traitement supplémentaire est imposable mais ne donne lieu à aucune contribution à la caisse de retraite.
[3] d'autres subventions peuvent défrayer le coût de l'achat d'appareils coûteux.
[4] les subventions à la publication sont de valeur limitée.
[5] revenu imposable et contribution supplémentaire à la caisse de retraite.

t a b l e a u 3 (p.1)

université		selon le secteur de disciplines, montant total des subventions versées en 1966 et 1967 et selon le secteur de disciplines en 1967, nombre de subventions accordées et nombre total de candidatures									
		humanités		sciences sociales		sciences pures		sciences appliquées		TOTAL	
		$	no	$	no	$	no	$	no	$	no
Acadia	1966	-		-		2 400		-		2 400	
	1967	-	-/-	-	-/-	8 000	3/8	-	-/-	8 000	3/8
Bishop's		humanités et sciences sociales									
	1966	1 500				-		-		1 500	
	1967	1 500		-/-		-	-/-	-	-/-	1 500	-/-
U. B. C.		humanités et sciences sociales				sciences pures et appliquées					
	1966	-				-				420 000	
	1967	-		148/180*		-		219/252*		500 000	367/432
		* excl. la rémunération supplémentaire de certains professeurs aux rangs inférieurs				* excl. la rémunération supplémentaire de certains professeurs aux rangs inférieurs					
Calgary	1966	-		-		-		-		27 000	
	1967	-	9/13	-	27/41	-	3/14	-	10/29	35 000*	49*/97
										* excluant 25 candidatures en suspens	
Dalhousie	1966	4 100		4 300		57 850		1 400		67 500	
	1967	10 800	9/9	10 000	10/10	60 200	58/58	1 900	2/2	82 900	79/79
École de médecine vétérinaire	-	-	-	-	-	-	-	-	-	-	-
Lakehead	1966	-		-		-		-		1 850	
	1967	-	-	-	-	-	-	-	-	3 900	15/15
Laurentienne	1966	500		-		500		-		1 000	
	1967	1 000	2/2	500	1/1	-	-	-	-	1 500	3/3

t a b l e a u 3 (p.2)

université		selon le secteur de disciplines, montant total des subventions versées en 1966 et 1967 et selon le secteur de disciplines en 1967, nombre de subventions accordées et nombre total de candidatures									
		humanités		sciences sociales		sciences pures		sciences appliquées		TOTAL	
		$	no	$	no	$	no	$	no	$	no
McGill						sciences pures et appliquées					
	65-66	25 000		25 000		65 000				115 000	
	66-67	25 000	6/6	25 000	5/5	65 000		23/23		115 000	34/34
McMaster		humanités et sciences sociales				sciences pures et appliquées					
	1966	22 875				128 235				151 110	
	1967	42 900		38/46		193 501*		130/132*		236 401*	168/178*
						* incl. $ 56 223 (14/14) de subventions de l'extérieur				* incl. $ 56 223 (14/14) de subventions de l'extérieur en sciences	
Mount Allison	1966	1 000		-		3 875		-		4 875	
	1967	-	-	1 500	1/1	7 000	7/7	-	-	8 500	8/8
U. N. B.		humanités et sciences sociales									
	1967	120 000		-/-		-	-	-	-	120 000*	-
										* aucun chiffre sur les subventions en sciences	
St. Francis X.	-	-	-	-	-	-	-	-	-	-	-
St. Mary's	-	-	-	-	-	-	-	-	-	-	-

t a b l e a u 3 (p.3)

université		selon le secteur de disciplines, montant total des subventions versées en 1966 et 1967 et selon le secteur de disciplines en 1967, nombre de subventions accordées et nombre total de candidatures									
		humanités		sciences sociales		sciences pures		sciences appliquées		TOTAL	
		$	no	$	no	$	no	$	no	$	no
Saskatchewan - Regina	-	-	-	-	-	-	-	-	-	-	-
Saskatchewan - Saskatoon	1967	humanités et sciences sociales 26 300		51/60		sciences pures et appliquées 39 500		96/98		65 800	147/158
Toronto	1967	-	-	-	-	-	-	-	-	408 500*	422/-
										* estimation	
Victoria	66-67	14 047	11/11	19 956	15/15	sciences 58 985	35/35	éducation 3 348	13/13	96 336	84/84
	67-68	humanités et sciences sociales 21 000				63 000		21 000		140 000	
Waterloo	1967	-	-	-	-	sciences 60 000	52/-	mathématiques 19 731	19/-	79 731*	71/-*
										* aucun chiffre sur les humanités et les sciences soc.	
Western	1967	34 200	21/21	34 200	20/21	217 550	123/132	36 100	20/22	336 300*	193/205*
										* incl. autres subventions au montant de 14 250 (9/9)	
Winnipeg	1966	800		1 125		-		-		1 925	
	1967	1 200	3/3	1 400	3/3	100	1/1	-	-	2 700	7/7

t a b l e a u 4 (p.1)

université	p r o c é d u r e d e s é l e c t i o n d e s c a n d i d a t s
Acadia	lettre adressée au recteur de l'université
Bishop's	demande soumise au recteur de l'université
U. B. C.	deux Review Committees, l'un dans le domaine des arts, des sciences sociales et des humanités, l'autre dans celui des sciences pures et appliquées, composés de professeurs et nommés par le Research Committee, étudient les candidatures et formulent leurs recommandations au Research Committee; le Research Committee, qui groupe uniquement des professeurs, détermine la politique et prend les décisions à la lumière des recommandations reçues; le montant des subventions de recherche constitue un article du budget du Dean of Graduate Studies sauf le montant des subventions financées par le fonds de subventions générales du C.N.R.; le Research Committee a accès à ce fonds-ci; notons que cette année, cette procédure ne s'applique qu'à un certain nombre de candidatures. La procédure alternative est la suivante: le Committee on Emergency Research Expenditure est constitué pour étudier les besoins urgents de subventions de certains professeurs et formuler des recommandations à la Faculty of Graduate Studies. Cette année, les sommes octroyées par ce dernier comité furent plus importantes que celles accordées par le Research Committee.
Calgary	le General Faculty Council par l'intermédiaire d'un comité chargé de constituer d'autres comités désigne le Grant Awards Committee; le Grant Awards Committee est composé d'au moins un administrateur et un membre des diverses disciplines dont les humanités, les sciences sociales, les sciences, le génie, l'éducation.
Dalhousie	le directeur de département soumet le nom des candidats au doyen; le doyen formule des recommandations au recteur de l'université, qui en général les approuve.
École de médecine vétérinaire	l'approbation du comité de la recherche qui est composé de tous les professeurs qui détiennent des titres post-universitaires ou une réputation de chercheurs
Lakehead	les candidatures sont soumises au recteur ou au doyen; la subvention est accordée après consultation entre le recteur et le doyen.
Laurentienne	discussions en cours au sujet de l'établissement éventuel d'un régime de subvention et d'une procédure de sélection

t a b l e a u 4 (p.2)

université	p r o c é d u r e d e s é l e c t i o n d e s c a n d i d a t s
McGill	le directeur du département approuve d'abord les candidatures; l'un des comités suivants étudie les candidatures: Humanities Research Committee, Social Sciences Research Committee, Scientific Research Committee (Research Equipment), Travel Grants Committee; notons que chaque comité a son propre budget; le Committee on Research reçoit les recommandations des quatre comités susmentionnés et prend les décisions finales.
McMaster arts:	les formulaires de demande de subvention distribués en février, sont remis à un comité qui étudie les candidatures; le comité se compose du Vice-President of Arts, du Dean of Humanities, du Dean of Social Sciences, du Dean of Business et de professeurs de carrière; le comité communique en avril les noms des bénéficiaires éventuels; le comité reçoit en octobre les rapports de recherche et à la lumière des travaux durant l'été décide des candidats qui bénéficieront d'une subvention versée à l'automne.
sciences:	le Scientific Research Advisory Committee reçoit les formulaires de candidatures; le comité se compose du recteur, du vice-recteur-sciences, du Dean of Graduate Studies, du Dean of Science et du Dean of Engineering; le comité communique les noms des bénéficiaires éventuels; le comité se réunit à nouveau à l'automne, étudie les rapports des travaux de recherche des candidats et décide de ceux qui recevront la subvention.
Mount Allison	subventions générales de recherches du C.N.R.: à la discrétion du recteur; Marjorie Young Bell Fund: le comité qui administre le fonds reçoit les demandes et choisit les bénéficiaires; le comité se compose du recteur, du vice-recteur et de cinq autres membres nommés pour quatre ans par le Board of Regents.
U. N. B. arts:	un comité nommé par le doyen étudie les candidatures.
sciences:	le directeur de département et le doyen reçoivent et étudient les candidatures.
St. Francis X.	le directeur de département et le doyen de la faculté reçoivent les candidatures.

t a b l e a u 4 (p.3)

université	p r o c é d u r e d e s é l e c t i o n d e s c a n d i d a t s
St. Mary's	un comité de la recherche fait la sélection.
Saskatchewan-Regina	le recteur reçoit les candidatures; un comité étudie les candidatures et transmet les recommandations au recteur; le recteur communique les recommandations au Board of Governors qui prend les décisions; le Controller Office exécute les décisions du Board of Governors.
Saskatchewan-Saskatoon	le recteur reçoit les candidatures; le Research Fund Committee de l'University Council, présidé par le recteur étudie les dossiers.
Toronto	le directeur de département adresse au Research Administration Office la liste des candidats qui remplissent les conditions du régime de subvention.
Victoria	le Committee on Leave, Travel and Research reçoit le dossier des candidats; le dossier décrit le projet de recherche et contient une estimation des coûts (aucune recommandation du directeur ou du doyen n'est requise); le comité soumet les candidatures aux Sub-Committees on Social Sciences, Humanities, Science (selon le cas); les sous-comités rencontrent les candidats si nécessaire; les sous-comités adressent leurs recommandations au Committee on Leave, Travel and Research; notons que la politique du Committee on Leave, Travel and Research s'oriente en vue d'aider les travaux embryonnaires de recherche qui ne peuvent être subventionnés par un autre mécène; le comité tente aussi de combler le déficit entre le coût des travaux de recherche et le montant de la subvention de l'extérieur.
Waterloo	a u c u n r e n s e i g n e m e n t
Western	le directeur de département et le doyen reçoivent les candidatures; le Summer Supplements Committee, qui est un sous-comité de l'University of Western Ontario Senate Policy Committe, étudie les dossiers, recommande les candidats au Dean of Graduate Studies; le Dean of Graduate Studies administre le programme de recherche.
Winnipeg	l'on revise actuellement la procédure de sélection.

A REPORT ON FACULTY PARTICIPATION IN ACADEMIC GOVERNANCE IN U.S. COLLEGES AND UNIVERSITIES

This addition to the growing literature on university government is the work of a *Task Force on Faculty Representation and Academic Negotiations* of the American Association for Higher Education, a self-governing department of the National Education Association. It is the first of several studies undertaken by the A.A.H.E. as part of its Campus Governance Program. The group was convened "to examine the factors contributing to faculty unrest (in U.S. institutions of higher education) and to recommend procedures for improving faculty participation in campus government" (p. 6).

The Task Force, under the Chairmanship of Professor Arnold R. Weber, University of Chicago, comprised nine members (including two counsel) and its Report is described as, "a policy statement by professors about their role in the governance of institutions of higher learning" (Preface, v). Though there is no explicit indication that the group was familiar with it, in many ways their work bears a marked similarity to the Duff-Berdahl *Report* — perhaps an indication that not all academic reform in North America originates south of the 48th parallel.

In the preparation of its *Report*, the Task Force visited thirty-four institutions across the U.S., including twenty-eight public and six private ones. Of the public institutions twelve were community or junior colleges, seven were municipal or state schools, seven were recently emerged universities, and two were long-established universities. No attempt was made to develop a scientific sample. Indeed, institutions were selected on the basic of prior information that major developments in faculty-administration relations were taking place. The data collected did not always verify the group's presumption that conflicts between faculty and administration existed. Nonetheless, they record that, "we discovered enough problems to occupy generations of chancellors yet unborn" (p. 6).

Two main sources of the present faculty discontent were found: The rising expectations of faculty, reflected in their desire to participate as true professionals in the formulation of policies and rules governing

the performance of their duties; and the establishment of complex, state-wide systems of higher education, which have decreased local control over important campus activities. Economic factors, such as salary levels and structures, were judged to be contributing factors, but of secondary importance. The main centers of discontent are in the junior and community colleges and the new or emerging four-year colleges and universities. Here the transition from predominantly vocational to more academic orientation, from local community control to integration into a statewide system, from a more rigid authoritarian secondary school atmosphere to one more appropriate to a college or university has frequently been marked by administration-faculty tension and conflict.

In an attempt to identify more precisely those factors which have given rise to demands for faculty participation in academic governance, the Task Force developed a simple model describing the distribution of decision-making authority between faculty and administration. In the model, five zones of authority, or effective influence, are described : *administrative dominance, administrative primacy, shared authority, faculty primacy,* and *faculty dominance.*

Appropriately, if predictably, the Task Force voices its own preference for *shared authority.* What is of more interest, and undoubtedly of significance in the assessment of the present winter of discontent in U.S. higher education, is that approximately 50% of the institutions sampled were characterized by *administrative primacy,* some 25% by *shared authority,* and most of the remainder by *administrative dominance.* The junior colleges in the sample generally were characterized by *administrative dominance* or *primacy,* and the emerging universities mainly fell in the *administrative primacy* zone. The older state colleges, the multi-versities, and the private institutions were more likely to be characterized by *shared authority* or *faculty primacy.*

Coming down strongly in favour of increased faculty participation in university government, in line with the concept of *shared authority,* the *Report* indicates five broad categories of matters which are the legitimate concern of the faculty (Chapter 4). These are Educational and Administrative Policies, including admissions standards, curricula content, degree requirements, grading standards, standards for academic freedom, student conduct and discipline, and procedures for the appointment of departmental chairmen, deans, and president; Personnel Administration, including procedures for faculty appointments, promotion

and tenure, work-load, allocation of office space, secretarial help, and other perquisites, and grievance procedures; Economic Issues, including salaries and fringe benefits, and general budgetary allocations among salaries, buildings, etc.; Public Issues as they affect the institution; and Procedures for Faculty Representation.

Quite conscious of the fact that endorsement of the principle of faculty representation by itself has little impact on university government, unless formal organizational arrangements are established, the Task Force devotes considerable attention to various forms of organized faculty representation (Chapter 5). The treatment includes internal representative bodies — notably the academic senate, external associations — such as the A.A.U.P., and bargaining agencies. Discussion of the latter, through brief, is of considerable interest to Canadian academics because the U.S. experience with such agencies is somewhat different from our own.

The group recognizes that the most common vehicle for faculty participation is the academic senate, though (like Duff and Berdahl) they were not impressed with the vitality of most of the senates examined — so much so that they feel constrained to remark that, "these observations should not imply that in all cases the senate was an exercise in futility" (p. 35).

Despite the discouraging evidence met in their study, the members of the Task Force are very clear in stating their conviction that the most appropriate mechanism for faculty participation in the governance of the university is "an active internal organization, preferably a senate." The reasons:

> "The senate can most effectively give expression to and effect to the professional values and competence of the faculty. It can provide a forum for the resolution of a wide range of issues involving the mission and operation of the institution. It is most likely to cultivate the use of rational persuasion. And it can draw support from, or relate its activities to, a variety of associations, depending on need" (p. 57).

Moreover, the Task Force is quite explicit about the kind of academic senate envisaged. A conscious effort should be made to prevent domination of senate by administrative officials. As a means of achieving this, the senate should be "mixed" in membership, with a substantial majority of elected faculty representatives plus a number of members of the administration there *ex officio*. All full-time faculty should enjoy

the right to elect to senate and to serve as members. Senate should have the power to determine its own rules and agenda, and no fixed limits should be placed on the substantive scope of its deliberations. It should have policy-making authority over all basic issues, including the development of new academic programmes and curricula, standards for promotion and tenure, and the allocation of resources to major budgetary categories. This latter, of course, implies that the senate has the right to participate in the determination of the over-all budget of the institution. Those familiar with the recommendations on senate contained in the Duff-Berdahl *Report* will not fail to notice the marked similarities.

In the case of multi-campus university systems, the *Report* recommends that the structure of the academic senate parallel the administrative organization of the system. And, in a recommendation bound to strike a responsive chord among Canadian university faculty alert to the implications of our emerging systems, the Task Force reminds its readers that,

> "Although the basic unit for faculty representation on the individual campus will be the academic senate, the need for an extended structure of faculty representation in complex public systems of higher education cannot be overstated" (p. 42).

In addition, the structure of faculty representation should be adapted to the structure of decision-making in the institution or system. Thus, for example, if the budget is formulated at the "super-board" level,

> "the appropriate unit of (faculty) participation will be the system-wide senate or a committee drawn from the senates of the several campuses" (pp. 58-59).

Whether this is a more satisfactory arrangement than the one we see emerging today in Canada — the provincial "university grants commission" with some faculty representation on it — is a matter for serious study and debate.

In its brief discussion of External Associations, the *Report* makes a number of telling points — particularly to an experienced member of the C.A.U.T. "Beyond a concern with academic freedom and salaries, the campus studies showed no systematic pattern of involvement by professional associations in the administration of individual institutions" (p. 36). Significantly, few faculty members in the junior colleges look to the A.A.U.P., or to any other national professional association for help or guidance; and many faculty in these institutions believe the A.A.U.P. views them as second-class citizens.

Professorial unions exist on some campuses, notably locals of the American Federation of Teachers (C.I.O.). Their greatest popularity is in the junior colleges, though they are also found in other types of institution. The *Report* notes that important distinctions need to be made among local affiliates of the A.F.T. A few have adopted the traditional tactics and objectives of trade unionism. But most were found to be similar in outlook and function to the professional associations such as the A.A.U.P. — primarily interested in improving the professional status of the faculty and not at all eager to implement collective bargaining or to avail themselves of the ultimate trade union sanction, the strike.

Indeed, one of the more startling conclusions to be found in this *Report* is the following:

> "In most instances, the major distinction between AFT local unions and the other professional organizations was the degree of militance exercised in pursuing the objective of effective faculty representation. For the greater part, the union adherents were those faculty members who were sharply dissatisfied with the internal mechanisms for communicating with the administration, or the inactivity of the other external alternatives. In the short run, at least, the objective of these campus unions has been to put pressure on the senate, the administration, and the more conservative faculty associations" (p. 37).

It should not be supposed that the implications for faculty associations contained in these words have application only in the U.S.

Further, the Task Force reports that there is ample evidence "to indicate that simple broad policy statements from the national headquarters of an external professional association and the practice of striking *ad hoc* committees to deal with problems as they arise are inadequate to cope with the problems of faculty representation in an environment of rapid growth and change" (p. 43). Accordingly, the national professional associations are urged to develop better arrangements for extending service and support on a regular basis to local units; and on the local level, they are urged to channel their activities through the senate.

Notwithstanding their clearly stated preference for an effective academic senate as the best means of providing faculty participation in university government, the members of the Task Force do not regard the advent of bargaining agencies on college and university

campuses as an inexorable threat to the fundamental nature of higher education.

They agree that the expressed preference by a majority of faculty in favour of representation by a bargaining agency should be given full recognition. They are not optimistic about the prospects for academic senate undertaking to act as a bargaining agent (as some U.S. academics have proposed), and argue that the academic senate should be retained even when a bargaining agent has been established. However, the *Report* is not very precise about the possible consequences of such an arrangement.

Another noteworthy aspect of the *Report* is its brief consideration of appropriate steps a faculty might take in the unhappy event that it is unable to obtain a proper share of authority in institutional affairs. On campuses where the concept of shared-authority is not recognized, or where faculty advice is given only cursory attention, the *Report* states firmly that, "the faculty has the right to employ a variety of methods in order to influence decisions" (p. 50).

In such cases recourse to neutral third party arbitration might be considered appropriate. But, with a wisdom derived from experience, the Task Force members recognize that an administration which refuses to share authority with its own faculty is not likely to be willing to accept the judgment of a third party. Therefore, they recognize that in such a case an aggrieved faculty "may have to resort to sanctions in order to gain a voice in the decision-making process" (*ibid*).

Three types of sanctions are considered: educational, political, and economic ones. Those of the first type are admitted to have the strongest tactical appeal, but are, the *Report* says,

> "to be used with judgment and restraint because they may be more damaging to the long-run status of the institution than the faculty intends" (*ibid*).

Political sanctions, which take the dispute outside the academic community proper and into the briar patch of partisan politics, are recognized as cumbersome and indirect. Recourse to such sanctions is rejected except for disputes involving fundamental issues, such as acadmic freedom, or issues involving several institutions in the same system.

The most difficult issue, as the Task Force recognizes, concerns the question of whether economic sanctions, particularly the strike, are ever appropriate. Though the answer is carefully qualified, the *Report* does not flinch from giving this question an affirmative answer.

> "... we conclude that there are no decisive reasons why the faculty should be denied the opportunity to strike, in terms of either society's essential needs or the long-run interests of the institution" (p. 52).

While recognizing that the majority of their colleagues are disposed to reject the strike as inconsistent with their membership in a profession committed to reason and sharing this hesitancy, the Task Force members nonetheless are prepared to grant that a strike by faculty may be proper and preferred, noting that an administration which denies faculty the right to participate effectively in institutional decision-making must accept a major share of the responsibility for any ensuing strike.

Similarly in the case of a dispute involving faculty and board:

> "If the situation has deteriorated to the point that the only alternative is total faculty acquiescence to an arbitrary position taken by the governing board on a matter of vital importance, then resort to a strike should not be precluded" (p. 53).

This *Report* is but one reflection of the increased concern in the U.S. over faculty participation in university government. It is also a reflection of the growing militancy of faculty, especially in the less-advantaged institutions, in seeking a greater share of control over the institutions in which they exercise their profession. The appropriateness of collective bargaining and of the use of economic sanctions to enforce one's point of view will be more and more frequently debated. More significantly, these means seem likely to be more and more frequently employed.

Although the evidence is far from conclusive, it would appear that the necessary reform of university government — at least in terms of faculty participation — has proceeded further in Canada than it has to date in the U.S. For this reason, in combination with the traditional conservatism of Canadian academics, we may not hear as much talk here of collective bargaining and economic sanctions. However, we are not immune from these developments. Already at Simon Fraser University and l'Université de Montréal attempts have been

made to form a teachers' union in order to seek certification as a bargaining agent. How far these developments will go in Canada depends (I think) upon the rapidity with which the basic reforms in university government recommended in the Duff-Berdahl *Report* are implemented in our Canadian universities.

Edward J. Monahan.

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CLARK

CONSEIL NATIONAL
DE RECHERCHES
1966-1967

NATIONAL
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1966-1967

PARTIE I — Subventions pour la conduite de recherches et l'acquisition d'appareils coûteux.

PART I — Operating Grants and Major Equipment Grants.

Le dernier rapport annuel du Conseil national de recherches porte sur l'année d'exercice 1966-1967 [1]. À partir de la liste des bénéficiaires, liste publiée en appendice du rapport, nous avons fait le relevé des subventions accordées, selon l'université ou le collège.

Nous avons compté pour *une,* la subvention qui est consentie à un groupe de professeurs. Un renvoi à la fin des tableaux indique les sommes octroyées à un projet conjoint de deux universités. Les subventions versées à *Macdonald College* sont rapportées à *McGill University*; il en est de même de l'École polytechnique de Montréal pour l'Université de Montréal. Dans ces cas nous le mentionnons au bas du tableau.

Les sommes classées sous les sections *appareils majeurs spéciaux, instituts et subventions pour ordinateurs* constituent un article distinct du budget du Conseil national de recherches; nous ne les avons pas ajoutées au total du tableau sommaire des subventions.

Le présent article continue la série de tableaux sur les subventions du Conseil national de recherches. Les chiffres des exercices 1964-1965 et 1965-1966 sont publiés dans les livraisons du *Bulletin de l'A.C.P.U.* de décembre 1966 [2] et de février 1967 [3]. Les mêmes normes ont servi à classer les subventions : les chiffres des trois années d'exercice sont

1 Compte rendu annuel sur l'aide apportée à la recherche scientifique dans les universités, Conseil national de recherches, Ottawa, 1966-1967, 280 p.

2 Bulletin de l'A.C.P.U., tome 15, no 2, décembre 1966, pp. 53-64.

3 ibid., tome 15 no 3, février 1967, pp. 65-81.

1 *Annual Report on Support of University Research, National Research Council, Ottawa, 1966-1967, 280 p.*

2 *C.A.U.T. Bulletin, Volume 15, No. 2, December 1966, pp. 53-64.*

3 *Ibid., Volume 15, No. 3, February 1967, pp. 65-81.*

comparables. Notons que les subventions rapportées à l'*University of Alberta,* pour l'année d'exercice 1964-1965, groupent les sommes versées à l'*University of Alberta* et à l'*University of Calgary*. Les tableaux des exercices 1965-1966 et 1966-1967 distinguent les subventions des deux universités.

Le Conseil national de recherches décrit en ces termes la nature et les conditions de subventions :

subventions pour dépenses courantes de recherche. Elles sont accordées annuellement ou bisannuellement à des chercheurs individuels pour défrayer une partie des dépenses normales entraînées par leurs travaux de recherches, comme par exemple le salaire d'aides, l'achat de petit appareillage et de faibles quantités de matériaux ou de fournitures, les déplacements nécessités par les travaux sur les lieux d'études, ou les voyages à courte distance, et autres dépenses imprévues [4].

Operating Grants, awarded *on an annual or biennial basis to individual investigators as contributions towards the normal operating costs of their research projects. Funds may be used for the employment of assistants; purchase of small items of equipment, material or supplies, field trips and limited travel; and incidental expenses.*[4]

subventions pour gros appareillage. Elles ont pour but de faciliter l'acquisition d'appareillage spécial de recherches, ou d'éléments d'un ensemble, coûtant entre 5 000 et 150 000 dollars[4].

Major Equipment Grants *are made to assist with the purchase of special research equipment or parts of a unit costing between $5,000 and $150,000.*[4]

subventions pour la conduite des recherches dans les instituts. Depuis 1932, le Conseil est venu à l'aide des recherches conduites dans les instituts affiliés aux universités canadiennes, en leur accordant des subventions majeures. Les fonds sont utilisés principalement pour la conduite des recherches dirigées par les professeurs d'universités [5].

Grants to Institutes. *Since 1932, Council has supported, through large block grants, research carried out in Institutes affiliated with Canadian universities. Funds are used primarily for research projects directed by university professors.*[5]

informatique : subventions pour ordinateurs. Le Conseil national de recherches subventionne, dans la limite

Computer Research and Facilities. *Within the limit of available funds, the National Research Council sup-*

[4] Compte rendu annuel sur l'aide apportée à la recherche scientifique dans les universités. C.N.R., Ottawa, 1966-1967, p. 34.

[5] ibid., p. 35.

[4] *Annual Report on Support of University Research, N.R.C., Ottawa, 1966-1967, p. 13.*

[5] *Ibid., p. 14.*

des fonds disponibles, les recherches en informatique et l'acquisition d'appareillage par les voies suivantes :

a) il accorde des subventions pour dépenses courantes concernant le fonctionnement d'ordinateurs, pour aider à la recherche de systèmes de programmation perfectionnés, et dans certains domaines de l'analyse numérique, de la théorie des automates, de la recherche opérationnelle, etc.

b) il accorde des subventions pour gros appareillage d'informatique, couvrant jusqu'à 75% du montant de la location, ou de l'achat et de l'entretien de cet appareillage quand il est utilisé pour la recherche scientifique [5].

ports research in computer science and computer requirements by providing :

a) computer operating grants, for support of research in advanced programming systems, some aspects of numerical analysis, automata theory, operations research, etc.

b) computer major equipment grants, covering up to 75% of the rental, or purchase and maintenance, of computer equipment used in support of scientific research.[5]

Mireille Lapointe
chargé de recherches — *Research Officer*

[5] ibid., p. 35.

[5] *Ibid*, *p. 14.*

Tableau 1

Subventions du Conseil national de recherches pour la conduite de travaux et l'achat d'appareils coûteux selon le secteur de recherche, 1966-1967.

Tableau 2

Subventions du Conseil national de recherches selon l'université et le secteur de recherche: biologie, chimie, physique, 1966-1967.

Tableau 3

Subventions du Conseil national de recherches selon l'université et le secteur de recherche: sciences de la terre, génie, génie chimique et métallurgique, 1966-1967.

Tableau 4

Subventions du Conseil national de recherches selon l'université et le secteur de recherche: agriculture et foresterie, informatique, mathématiques pures et appliquées, Commission de contrôle de l'énergie atomique, 1966-1967.

Tableau 5

Subventions du Conseil national de recherches selon l'université et le secteur de recherche: recherches dentaires, psychologie expérimentale, recherche spatiale, 1966-1967.

Tableau 6

Sommaire de la distribution des subventions du Conseil national de recherches pour la conduite de travaux et l'achat d'appareils coûteux selon l'université, 1966-1967.

Tableau 7

Ordinateurs, appareils majeurs spéciaux, instituts: subventions du Conseil national de recherches pour la conduite de travaux et l'achat d'appareils selon l'université, 1966-1967.

Table 1

National Research Council expenditures for Operating and Major Equipment Grants by field of research, 1966-1967.

Table 2

National Research Council grants by university and by field of research - biology, chemistry, physics, 1966-1967.

Table 3

National Research Council grants by university and by field of research - earth sciences, engineering, chemical and metallurgical engineering, 1966-1967.

Table 4

National Research Council grants by university and by field of research - agriculture and forestry, computing and information science, pure and applied mathematics, Atomic Energy Control Board, 1966-1967.

Table 5

National Research Council grants by university and by field of research - dental research, experimental psychology, space research, 1966-1967.

Table 6

Summary of National Research Council Operating and Major Equipment Grants by university, 1966-1967.

Table 7

Computer facilities, special major installations, institutes: National Research Council Operating and Major Equipment Grants by university, 1966-1967.

tableau 1 — table 1

secteur de recherche	total: subventions de recherche - operating grants $	total: subventions de recherche - operating grants no	total: subventions à l'achat - major equipment grants $	total: subventions à l'achat - major equipment grants no	GRAND TOTAL[1] $	field of research
Agriculture et foresterie	1 332 729	(243)	244 500	(28)	1 577 229	Agriculture and Forestry
Biologie	2 978 099	(486)	821 394	(58)	3 799 853•••	Biology
Génie chimique et métallurgique	1 244 550	(194)	716 036	(35)	1 960 586	Chemical and Metallurgical Engineering
Chimie	3 532 162	(496)	1 616 061	(75)	5 150 199•••	Chemistry
Sciences de la terre	1 663 670	(270)	391 995	(13)	2 056 306•••	Earth Sciences
Génie	2 267 901	(356)	805 013	(46)	3 072 914	Engineering
Physique	2 115 914	(311)	869 132	(54)	2 985 046	Physics
Psychologie expérimentale	729 257	(132)	25 000	(3)	754 257	Experimental Psychology
Recherches dentaires	311 500	(44)	91 668	(2)	403 168	Dental Research
Mathématiques pures et appliquées	648 540	(174)	-	-	648 540•••	Pure and Applied Mathematics
Recherche spatiale	387 050	(28)	88 220	(4)	475 270	Space Research
Informatique	267 875	(49)	116 000	(3)	383 875	Computing and Information Science
total	17 479 247	(2783)	5 785 019	(321)	23 267 243	total
Commission de contrôle de l'énergie atomique	2 000 000	(12)	-	-	2 000 000	Atomic Energy Control Board
GRAND TOTAL	19 479 247 14 773 045•	(2795) (2037)•	5 785 019 2 305 396•	(321) (136)•	25 267 243 17 078 441••	GRAND TOTAL

•Subventions pour l'année d'exercice 1965-1966[2] ••Subventions pour l'année d'exercice 1965-1966[3]

•••Ces totaux sont inscrits au tableau sommaire des subventions selon la discipline. Le total calculé à partir de la liste des bénéficiaires individuels, liste publiée en appendice au rapport, est de $ 360 de moins en biologie, de $ 1 976 de moins en chimie, de $ 641 de moins en sciences de la terre et de $ 2 977 de moins à la rubrique 'grand total'.

tableau 2 — table 2

université university	BIOLOGIE - BIOLOGY				CHIMIE - CHEMISTRY				PHYSIQUE - PHYSICS			
	subventions de recherche - operating grants [4]		subventions à l'achat - major equipment grants [5]		subventions de recherche - operating grants [6]		subventions à l'achat - major equipment grants [7]		subventions de recherche - operating grants [8]		subventions à l'achat - major equipment grants [9]	
	$	no	$	no	$	no	$	no	$	no	$	no
Acadia	14 650	(5)	-	-	14 000	(4)	-	-	4 000	(1)	-	-
Alberta	187 680	(31)	66 000	(4)	347 721	(40)	128 000	(6)	87 000	(14)	10 000	(1)
Bishop's	15 460	(4)	8 000	(1)	10 500	(4)	-	-	4 000	(1)	-	-
Brandon	-	-	-	-	5 000	(2)	-	-	-	-	-	-
U. B. C.	382 665	(51)	81 502	(10)	385 300	(44)	195 645	(10)	171 400	(24)	22 475	(3)
Brock	4 000	(1)	-	-	21 000	(6)	8 000	(1)	-	-	-	-
Calgary	62 000	(13)	25 000	(2)	99 500	(17)	83 900	(3)	59 500	(8)	32 000	(2)
Carleton	68 500	(13)	40 836	(3)	70 000	(11)	6 453	(1)	12 000	(3)	31 000	(2)
Dalhousie	83 400	(14)	65 000	(3)	53 226	(11)	34 900	(2)	49 000	(8)	-	-
Guelph	-	-	-	-	19 250	(7)	-	-	9 500	(3)	-	-
Lakehead	10 000	(3)	4 000	(1)	7 500	(3)	5 567	(1)	12 000	(2)	-	-
Laurentienne	14 600	(4)	9 000	(1)	4 500	(2)	-	-	4 500	(1)	-	-
Laval	72 500	(13)	17 000	(2)	109 000	(14)	55 000	(1)	80 000	(11)	23 500	(2)
Lethbridge	1 000	(1)	-	-	-	-	-	-	-	-	-	-
Loyola	3 000	(1)	-	-	6 000	(1)	-	-	6 500	(2)	-	-

tableau 2 (suite) (continued) table 2

université university	BIOLOGIE - BIOLOGY				CHIMIE - CHEMISTRY				PHYSIQUE - PHYSICS			
	subventions de recherche - operating grants [4]		subventions à l'achat - major equipment grants [5]		subventions de recherche - operating grants [6]		subventions à l'achat - major equipment grants [7]		subventions de recherche - operating grants [8]		subventions à l'achat - major equipment grants [9]	
	$	no	$	no	$	no	$	no	$	no	$	no
Manitoba	141 250	(24)	36 400	(3)	116 359	(20)	36 000	(1)	153 104	(21)	107 750	(7)
McGill	219 766	(36)	79 000	(4)	209 000	(21)	164 000	(5)	141 000	(14)	132 525	(4)
McMaster	125 694	(17)	33 148	(3)	195 300	(20)	105 775	(2)	210 500	(25)	110 500	(7)
Memorial	42 550	(7)	-	-	50 800	(9)	-	-	20 000	(4)	-	-
Moncton	-	-	-	-	8 000	(2)	-	-	10 000	(3)	-	-
Montréal	118 700	(18)	64 495	(3)	162 100	(29)	61 741	(8)	124 500*	(19)*	16 000	(2)
Mount Allison	21 000	(3)	7 500	(1)	30 500	(5)	5 176	(1)	-	-	-	-
U. New Brunswick	40 500	(8)	27 935	(3)	85 634	(9)	25 000	(1)	24 500	(4)	10 000	(1)
Ottawa	93 800	(14)	59 000	(2)	147 500	(13)	41 000	(2)	53 600	(8)	39 000	(1)
Queen's	170 671	(24)	6 750	(1)	160 893	(22)	91 500	(5)	43 800	(9)	26 700	(2)
St. Dunstan's	-	-	-	-	3 000	(1)	-	-	-	-	-	-
St. Francis X.	13 400	(3)	-	-	39 275	(5)	28 300	(1)	16 000	(3)	10 000	(1)
St. John's	-	-	-	-	3 000	(1)	-	-	-	-	-	-
St. Mary's	2 500	(1)	-	-	-	-	-	-	-	-	-	-
Saskatchewan	186 200	(25)	38 000	(2)	169 950	(25)	110 700	(3)	29 800	(7)	70 000	(2)

* incl. $ 12 500 (3) de subvention à l'École Polytechnique de Montréal.

tableau 2 (suite) (continued) table 2

université university	BIOLOGIE - BIOLOGY				CHIMIE - CHEMISTRY				PHYSIQUE - PHYSICS			
	subventions de recherche - operating grants [4]		subventions à l'achat - major equipment grants [5]		subventions de recherche - operating grants [6]		subventions à l'achat - major equipment grants [7]		subventions de recherche - operating grants [8]		subventions à l'achat - major equipment grants [9]	
	$	no	$	no	$	no	$	no	$	no	$	no
Sherbrooke	32 500	(6)	-	-	30 000	(6)	20 000	(1)	4 000	(1)	-	-
Simon Fraser	53 897	(7)	30 000	(1)	103 000	(21)	48 500	(3)	79 000	(11)	27 000	(2)
Sir George Wms.	5 840	(2)	-	-	6 000	(3)	-	-	6 500	(2)	-	-
Toronto	386 626	(58)	20 470	(2)	421 000	(41)	154 616	(8)	402 200	(41)	76 782	(5)
Trent	20 000	(5)	7 800	(1)	24 000	(5)	9 400	(1)	9 000	(2)	10 000	(1)
Victoria	58 250	(11)	7 758	(1)	45 329	(11)	-	-	20 000	(6)	34 000	(2)
Waterloo	90 000	(17)	-	-	82 100	(20)	62 648	(3)	104 570	(21)	33 000	(3)
Waterloo Luth.	3 700	(1)	-	-	-	-	-	-	-	-	-	-
Western	141 000	(25)	48 300	(2)	171 425	(21)	99 800	(3)	70 159	(16)	9 500	(1)
Windsor	33 500	(8)	-	-	51 500	(9)	13 440	(1)	54 500	(9)	28 900	(2)
Winnipeg	-	-	-	-	1 000	(1)	-	-	3 000	(1)	-	-
York	36 200	(8)	38 500	(2)	55 500	(7)	21 000	(1)	36 781	(6)	8 500	(1)
Autres - other	21 100	(4)	-	-	7 500	(3)	-	-	-	-	-	-
T O T A L	2 978 099	(486)	821 394	(58)	3 532 162	(496)	1 616 061	(75)	2 115 914	(311)	869 132	(54)

tableau 3 — table 3

université university	SCIENCES DE LA TERRE - EARTH SCIENCES				GÉNIE - ENGINEERING				GÉNIE CHIMIQUE ET MÉTALLURGIQUE - CHEMICAL AND METALLURGICAL ENGINEERING			
	subventions de recherche[10] - operating grants[10]		subventions à l'achat[11] - major equipment grants[11]		subventions de recherche[12] - operating grants[12]		subventions à l'achat[13] - major equipment grants[13]		subventions de recherche[14] - operating grants[14]		subventions à l'achat[15] - major equipment grants[15]	
	$	no	$	no	$	no	$	no	$	no	$	no
Acadia	4 000	(1)	-	-	-	-	-	-	-	-	-	-
Alberta	115 975	(19)	40 000	(1)	169 550	(26)	42 200	(2)	63 771	(11)	-	-
Brandon	3 200	(1)	-	-	-	-	-	-	-	-	-	-
U. B. C.	145 450	(19)	5 895	(1)	204 100	(28)	9 400	(2)	152 800	(18)	130 806	(4)
Calgary	58 000	(11)	-	-	60 000	(11)	30 000	(1)	7 000	(2)	55 000	(1)
Carleton	24 125	(5)	-	-	31 924	(7)	45 500	(2)	5 000	(1)	-	-
Dalhousie	40 000	(5)	12 300	(1)	-	-	-	-	7 500	(1)	-	-
Guelph	38 500	(6)	17 500	(1)	-	-	-	-	11 250	(2)	-	-
Jean-de-Brébeuf	2 000	(2)	-	-	-	-	-	-	-	-	-	-
Laurentienne	7 500	(2)	-	-	-	-	-	-	5 000	(1)	-	-
Laval	73 200	(9)	-	-	155 000	(21)	58 120	(2)	80 500	(13)	58 000	(2)
Loyola	3 500	(1)	-	-	-	-	-	-	-	-	-	-
Manitoba	61 700	(11)	17 500	(1)	78 535	(18)	55 000	(4)	-	-	-	-
McGill	242 956*	(30)*	16 000	(1)	143 017	(21)	10 545	(1)	98 350	(18)	82 600	(5)
McMaster	113 520	(17)	36 800	(2)	112 170	(18)	41 734	(4)	137 000	(16)	63 000	(3)
Memorial	26 500	(5)	15 000	(1)	-	-	-	-	-	-	-	-

* incl. $ 3 600 (1) de subvention à Macdonald College.

université university	SCIENCES DE LA TERRE - EARTH SCIENCES				GÉNIE - ENGINEERING				GÉNIE CHIMIQUE ET MÉTALLURGIQUE - CHEMICAL AND METALLURGICAL ENGINEERING			
	subventions de recherche - operating grants[10]		subventions à l'achat - major equipment grants[11]		subventions de recherche - operating grants[12]		subventions à l'achat - major equipment grants[13]		subventions de recherche - operating grants[14]		subventions à l'achat - major equipment grants[15]	
	$	no	$	no	$	no	$	no	$	no	$	no
Montréal	78 950*	(15)*	95 000**	(1)**	66 000 °	(9)°	42 000**	(1)**	26 500**	(6)**	5 000**	(1)**
Mount Allison	1 100	(1)	-	-	1 170	(1)	-	-	8 000	(1)	-	-
U. New Brunswick	37 000	(8)	-	-	41 600	(8)	7 500	(1)	42 000	(8)	12 200	(2)
N. S. Tech.	14 000	(2)	-	-	84 765	(17)	-	-	35 000	(10)	39 000	(2)
Ottawa	12 050	(4)	-	-	62 500	(7)	67 000	(5)	46 529	(6)	12 500	(1)
Queen's	63 200	(14)	-	-	111 500	(17)	6 000	(1)	72 300	(12)	47 150	(5)
St. Francis X.	7 700	(2)	-	-	-	-	-	-	-	-	-	-
Saskatchewan	75 584	(16)	30 000	(1)	132 190	(25)	86 800	(4)	26 000	(6)	14 900	(1)
Sherbrooke	3 300	(1)	-	-	53 000	(16)	6 000	(1)	-	-	-	-
Sir George Wms.	-	-	-	-	5 000	(1)	-	-	-	-	-	-
Toronto	222 400	(26)	11 000	(1)	349 300	(39)	163 494	(6)	236 150	(26)	106 000	(3)
Trent	3 500	(1)	-	-	-	-	-	-	-	-	-	-
Victoria	5 000	(1)	-	-	-	-	-	-	-	-	-	-
Waterloo	53 380	(14)	-	-	275 330	(43)	115 750	(7)	97 500	(20)	17 580	(2)
Western	117 180	(18)	95 000	(1)	59 850	(10)	17 970	(2)	30 000	(8)	6 800	(1)
Windsor	9 200	(3)	-	-	71 400	(13)	-	-	56 400	(8)	65 500	(2)
T O T A L	1 663 670	(270)	391 995	(13)	2 267 901	(356)	805 013	(46)	1 244 550	(194)	716 036	(35)

* incl. $ 42 000 (7) de subvention à l'École Polytechnique de Montréal.
° incl. $ 54 000 (8) de subvention à l'École Polytechnique de Montréal.
** subventions à l'École Polytechnique de Montréal.

t a b l e a u 4 t a b l e 4

université university	AGRICULTURE ET FORESTERIE - AGRICULTURE AND FORESTRY				INFORMATIQUE - COMPUTING AND INFORMATION SCIENCE				MATHÉMATIQUES PURES ET APPLIQUÉES - PURE & APPLIED MATHEMATICS		COMMISSION DE CONTRÔLE DE L'ÉNERGIE ATOMIQUE - ATOMIC ENERGY CONTROL BOARD	
	subventions de recherche[17] - operating grants[17]		subventions à l'achat[18] - major equipment grants[18]		subventions de recherche[19] - operating grants[19]		subventions à l'achat[20] - major equipment grants[20]		subventions de recherche[16] - operating grants[16]		subventions de recherche[27] - operating grants[27]	
	$	no	$	no	$	no	$	no	$	no	$	no
Acadia	-	-	-	-	-	-	-	-	2 600	(1)	-	-
Alberta	230 671	(34)	7 000	(1)	3 039	(1)	-	-	102 950	(28)	160 000	(1)
U. B. C.	169 070	(25)	50 500	(4)	52 700	(5)	61 000	(1)	50 400	(16)	414 400	(3)
Brock	-	-	-	-	2 500	(1)	-	-	-	-	-	-
Calgary	-	-	-	-	3 800	(2)	-	-	9 100	(5)	-	-
Carleton	-	-	-	-	6 000	(1)	25 000	(1)	63	(1)	-	-
Guelph	295 504	(72)	81 000	(11)	-	-	-	-	-	-	-	-
Lakehead	-	-	-	-	-	-	-	-	1 000	(1)	-	-
Laval	89 425	(22)	24 500	(3)	3 000	(1)	-	-	-	-	270 000	(1)
Manitoba	182 400	(34)	6 000	(1)	5 000	(1)	-	-	49 787	(11)	250 000	(1)
McGill	199 807*	(29)*	43 500*	(6)*	7 875	(3)	-	-	56 300	(17)	200 000	(1)
McMaster	-	-	-	-	8 461	(3)	-	-	42 400	(6)	200 000	(1)
Memorial	-	-	-	-	-	-	-	-	4 500	(2)	-	-
Montréal	-	-	-	-	7 125**	(2)**	-	-	97 400	(22)	-	-

* subventions à Macdonald College.
** incl. $ 4 000 (1) de subvention à l'Ecole Polytechnique de Montréal.

université university	AGRICULTURE ET FORESTERIE - AGRICULTURE AND FORESTRY				INFORMATIQUE - COMPUTING AND INFORMATION SCIENCE				MATHÉMATIQUES PURES ET APPLIQUÉES - PURE & APPLIED MATHEMATICS		COMMISSION DE CONTRÔLE DE L'ÉNERGIE ATOMIQUE - ATOMIC ENERGY CONTROL BOARD	
	subventions de recherche[17] - operating grants[17]		subventions à l'achat[18] - major equipment grants[18]		subventions de recherche[19] - operating grants[19]		subventions à l'achat[20] - major equipment grants[20]		subventions de recherche[16] - operating grants[16]		subventions de recherche[27] - operating grants[27]	
	$	no	$	no	$	no	$	no	$	no	$	no
U. N. B.	12 082	(3)	7 000	(1)	-	-	-	-	-	-	-	-
N. S. Tech.	-	-	-	-	2 500	(1)	-	-	-	-	-	-
Ottawa	-	-	-	-	-	-	-	-	9 950	(5)	-	-
Queen's	3 500	(1)	-	-	-	-	-	-	36 700	(7)	69 000	(1)
Saskatchewan	142 500	(21)	25 000	(1)	18 000	(1)	-	-	5 000	(3)	431 000	(2)
Simon Fraser	-	-	-	-	-	-	-	-	13 200	(5)	-	-
Sir Geo. Wms.	-	-	-	-	2 500	(1)	-	-	-	-	-	-
Toronto	6 500	(1)	-	-	88 875	(14)	-	-	92 600	(15)	-	-
Trent	-	-	-	-	-	-	-	-	4 500	(2)	-	-
Victoria	1 270	(1)	-	-	-	-	-	-	-	-	5 600	(1)
Waterloo	-	-	-	-	30 000	(7)	30 000	(1)	47 000	(13)	-	-
Western	-	-	-	-	18 000	(4)	-	-	11 990	(8)	-	-
Windsor	-	-	-	-	8 500	(1)	-	-	11 100	(6)	-	-
T O T A L	1 332 729	(243)	244 500	(28)	267 875	(49)	116 000	(3)	648 540	(174)	2 000 000	(12)

tableau 5 — table 5

université university	RECHERCHES DENTAIRES - DENTAL RESEARCH				PSYCHOLOGIE EXPÉRIMENTALE - EXPERIMENTAL PSYCHOLOGY				RECHERCHE SPATIALE - SPACE RESEARCH			
	subventions de recherche[23] - operating grants[23]		subventions à l'achat[24] - major equipment grants[24]		subventions de recherche[25] - operating grants[25]		subventions à l'achat[26] - major equipment grants[26]		subventions de recherche[21] - operating grants[21]		subventions à l'achat[22] - major equipment grants[22]	
	$	no	$	no	$	no	$	no	$	no	$	no
Acadia	-	-	-	-	3 000	(1)	-	-	-	-	-	-
Alberta	37 395	(8)	-	-	55 600	(10)	-	-	-	-	-	-
U. B. C.	20 615	(4)	-	-	13 638	(4)	-	-	-	-	-	-
Calgary	-	-	-	-	26 850	(8)	-	-	62 500	(4)	-	-
Carleton	-	-	-	-	13 208	(3)	-	-	-	-	-	-
Dalhousie	6 250	(2)	-	-	67 685	(12)	-	-	7 000	(2)	-	-
Manitoba	97 560	(10)	10 000	(1)	20 600	(6)	-	-	-	-	-	-
McGill	19 600	(3)	-	-	58 709	(8)	-	-	-	-	-	-
McMaster	-	-	-	-	95 200	(12)	-	-	-	-	-	-
Memorial	-	-	-	-	14 000	(2)	-	-	-	-	-	-
Montréal	15 660	(3)	-	-	5 000	(1)	-	-	10 000	(1)	-	-
U. New Brunswick	-	-	-	-	7 500	(2)	-	-	-	-	-	-

t a b l e a u 5 (suite) (continued) t a b l e 5

université university	RECHERCHES DENTAIRES - DENTAL RESEARCH				PSYCHOLOGIE EXPÉRIMENTALE - EXPERIMENTAL PSYCHOLOGY				RECHERCHE SPATIALE - SPACE RESEARCH			
	subventions de recherche[23] - operating grants[23]		subventions à l'achat[24] - major equipment grants[24]		subventions de recherche[25] - operating grants[25]		subventions à l'achat[26] - major equipment grants[26]		subventions de recherche[21] - operating grants[21]		subventions à l'achat[22] - major equipment grants[22]	
	$	no	$	no	$	no	$	no	$	no	$	no
Queen's	-	-	-	-	33 450	(6)	5 000	(1)	-	-	-	-
Saskatchewan	-	-	-	-	1 258	(2)	-	-	175 500	(11)	47 700	(2)
Simon Fraser	-	-	-	-	10 120	(4)	-	-	-	-	-	-
Sir George Wms.	-	-	-	-	4 600	(1)	-	-	-	-	-	-
Toronto	105 445	(11)	81 668	(1)	137 100	(19)	5 000	(1)	35 000	(1)	23 830	(1)
Victoria	-	-	-	-	-	-	-	-	6 000	(1)	-	-
Waterloo	-	-	-	-	65 200	(13)	-	-	-	-	-	-
Western	6 500	(2)	-	-	22 542	(6)	-	-	81 050	(7)	16 690	(1)
Windsor	-	-	-	-	4 500	(1)	-	-	-	-	-	-
York	-	-	-	-	69 497	(11)	15 000	(1)	10 000	(1)	-	-
Autres - Other	2 475	(1)	-	-	-	-	-	-	-	-	-	-
T O T A L	311 500	(44)	91 668	(2)	729 257	(132)	25 000	(3)	387 050	(28)	88 220	(4)

tableau 6 table 6

université university	total				GRAND TOTAL
	subventions de recherche - operating grants		subventions à l'achat - major equipment grants		
	$	no	$	no	$
Acadia	42 250	(13)	-	-	42 250
Alberta	1 561 352	(223)	293 200	(15)	1 854 552
Bishop's	29 960	(9)	8 000	(1)	37 960
Brandon	8 200	(3)	-	-	8 200
U. B. C.	2 162 538	(241)	557 223	(35)	2 719 761
Brock	27 500	(8)	8 000	(1)	35 500
Calgary	448 250	(81)	225 900	(9)	674 150
Carleton	230 820	(45)	148 789	(9)	379 609
Dalhousie	314 061	(55)	112 200	(6)	426 261
Guelph	374 004	(90)	98 500	(12)	472 504
Jean-de-Brébeuf	2 000	(2)	-	-	2 000
Lakehead	30 500	(9)	9 567	(2)	40 067
Laurentienne	36 100	(10)	9 000	(1)	45 100
Laval	932 625	(105)	236 120	(12)	1 168 745
Lethbridge	1 000	(1)	-	-	1 000

université university	total				GRAND TOTAL
	subventions de recherche - operating grants		subventions à l'achat - major equipment grants		
	$	no	$	no	$
Loyola	19 000	(5)	-	-	19 000
Manitoba	1 156 295	(157)	268 650	(18)	1 424 945
McGill	1 596 380	(201)	528 170	(26)	2 124 550
McMaster	1 240 245	(135)	390 957	(21)	1 631 202
Memorial	158 350	(29)	15 000	(1)	173 350
Moncton	18 000	(5)	-	-	18 000
Montréal	711 935	(125)	284 236	(16)	996 171
Mt. Allison	61 770	(11)	12 676	(2)	74 446
U. N. B.	290 816	(50)	89 635	(9)	380 451
Nova Scotia Tech.	136 265	(30)	39 000	(2)	175 265
Ottawa	425 929	(57)	218 500	(11)	644 429
Queen's	765 014	(113)	183 100	(15)	948 114
St. Dunstan's	3 000	(1)	-	-	3 000
St. Francis X.	76 375	(13)	38 300	(2)	114 675
St. John's	3 000	(1)	-	-	3 000
St. Mary's	2 500	(1)	-	-	2 500

t a b l e a u 6 (suite) (continued) t a b l e 6

université university	total				GRAND TOTAL
	subventions de recherche - operating grants		subventions à l'achat - major equipment grants		
	$	no	$	no	$
Saskatchewan	1 392 982	(144)	423 100	(16)	1 816 082
Sherbrooke	122 800	(30)	26 000	(2)	148 800
Simon Fraser	259 217	(48)	105 500	(6)	364 717
Sir G. Williams	30 440	(10)	-	-	30 440
Toronto	2 483 196	(292)	642 860	(28)	3 126 056
Trent	61 000	(15)	27 200	(3)	88 200
Victoria	141 449	(32)	41 758	(3)	183 207
Waterloo	845 080	(168)	258 978	(16)	1 104 058
Waterloo Lutheran	3 700	(1)	-	-	3 700
Western	729 696	(125)	294 060	(11)	1 023 756
Windsor	300 600	(58)	107 840	(5)	408 440
Winnipeg	4 000	(2)	-	-	4 000
York	207 978	(33)	83 000	(5)	290 978
Autres - Other	31 075	(8)	-	-	31 075
T O T A L	19 479 247	(2 795)	5 785 019	(321)	25 264 266

université university	ORDINATEURS - COMPUTER FACILITIES		APPAREILS MAJEURS SPÉCIAUX - SPECIAL MAJOR INSTALLATIONS				INSTITUTS - INSTITUTES			
	subventions[32] - grants[32]		subventions à l'achat[28] - major equipment grants[28]		subventions de fonctionnement[29] - operating grants[29]		subventions de recherche[30] - operating grants[30]		subventions à l'achat[31] - major equipment grants[31]	
	$	no	$	no	$	no	$	no	$	no
Acadia	7 900	(1)	-	-	-	-	-	-	-	-
Alberta	96 000	(1)	-	-	-	-	-	-	-	-
Bishop's	6 000	(1)	-	-	-	-	-	-	-	-
U. B. C.	127 500	(1)	-	-	-	-	120 000	(1)	-	-
Brock	6 400	(1)	-	-	-	-	-	-	-	-
Calgary	27 100	(1)	-	-	-	-	-	-	-	-
Carleton	19 400	(1)	-	-	32 900*	(1)*	-	-	-	-
Dalhousie	23 900	(1)	50 000	(1)	-	-	120 000	(1)	-	-
Guelph	20 500	(1)	-	-	-	-	-	-	-	-
Lakehead	3 750	(1)	-	-	-	-	-	-	-	-
Laval	46 500	(1)	-	-	-	-	-	-	-	-
Manitoba	53 700	(1)	-	-	-	-	-	-	-	-
McGill	100 600	(1)	74 000	(1)	-	-	75 000	(1)	30 000	(1)
McMaster	74 200	(1)	540 000	(1)	-	-	-	-	-	-
Memorial	19 250	(1)	300 000	(1)	50 000	(1)	-	-	-	-
Moncton	12 300	(1)	-	-	-	-	-	-	-	-
Montréal	67 500	(1)	221 000	(1)	193 800	(1)	-	-	-	-

* subvention conjointe décernée à Ottawa et Carleton.

tableau 7 (suite) (continued) table 7

université university	ORDINATEURS - COMPUTER FACILITIES		APPAREILS MAJEURS SPÉCIAUX - SPECIAL MAJOR INSTALLATIONS				INSTITUTS - INSTITUTES			
	subventions[32] - grants[32]		subventions à l'achat[28] - major equipment grants[28]		subventions de fonctionnement[29] - operating grants[29]		subventions de recherche[30] - operating grants[30]		subventions à l'achat[31] - major equipment grants[31]	
	$	no	$	no	$	no	$	no	$	no
Mount Allison	9 500	(1)	-	-	-	-	-	-	-	-
U. New Brunswick	24 300	(1)	45 000	(1)	-	-	-	-	-	-
Ottawa	39 000	(1)	-	-	- *	-*	-	-	-	-
Queen's	47 100	(1)	-	-	5 000	(1)	-	-	-	-
St. Francis X.	11 900	(1)	-	-	-	-	-	-	-	-
Saskatchewan	74 100	(2)	-	-	-	-	-	-	-	-
Sherbrooke	12 000	(1)	-	-	-	-	-	-	-	-
Simon Fraser	9 450	(1)	-	-	-	-	-	-	-	-
Sir George Wms.	5 540	(1)	-	-	-	-	-	-	-	-
Toronto	185 000	(1)	112 000	(1)	200 000	(1)	120 000	(1)	35 000	(1)
Victoria	13 000	(1)	-	-	15 000	(1)	-	-	-	-
Waterloo	64 000	(1)	-	-	-	-	-	-	-	-
Western	53 100	(1)	75 000	(1)	-	-	-	-	-	-
Windsor	24 300	(1)	-	-	-	-	-	-	-	-
York	14 900	(1)	-	-	-	-	-	-	-	-
T O T A L	1 299 690	(33)	1 417 000	(8)	496 700	(6)	435 000	(4)	65 000	(2)

* excl. la subvention conjointe de $ 32 900 accordée à Carleton et Ottawa.

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BOOK REVIEWS — NOTES DE LECTURE

THE AMERICAN UNIVERSITY IN SUMMER

by Clarence A. Schoenfeld with Donald N. Zillman

University of Wisconsin Press, 1967. 197 pages, and appendices and index.

"The essential message of this book is quite clear: The American university in summer can be a muddle of unresolved functions and policies, or it can be a model, daring to present, establish, and maintain new arrangements — for students on the one hand and for faculty on the other — which, upon observation, will be adapted and adopted for the rest of the year." So writes John Guy Fowlkes in a foreword to this book. The word "will" is regrettable.

The book begins with an account of the development of summer sessions as an important part of the program of universities of the United States, an account that reminds one of the continued and sometimes agonized efforts made by universities to adapt themselves to the needs of an evolving society on which they have been increasingly dependent for support. The establishment of land grant colleges, with their emphasis on "useful" knowledge, the adoption of the elective system and the attendant widening of the curriculum, the growth of graduate and professional schools, and — as an interesting reminder that the emphasis placed by society on the "useful" must not be misinterpreted — the rise and fall of the Chautauqua movement: all have had their part in shaping the summer programs of universities.

Having described briefly the historical background, the authors proceed to examine the summer session as it now exists: the composition of the student body and the professoriate, the roles of teaching and research and of other services, the special problems of organization and administration, and the prospect. As to the latter, they conclude, "In sum, the problems of the summer term are largely the problems of higher education in general."

Beyond the special interest that it may have for summer school administrators, the chief value of the book lies in its presentation of the question implied by that conclusion: what is the proper role of a university in our time? It is incontrovertible that universities must

continually try to ensure that the intellectual life which is their reason for existence is brought to bear on contemporary social needs. It does not follow that every social need should or can be dealt with by a university. There is surely a point at which the latter must firmly decline to make room for activities that may be entirely praiseworthy, but have not the slightest need of university facilities or personnel to carry them on, and are mainly nuisances on a campus. The following paragraph ought to give us pause:

"Even more astounding is the range of offerings. The 1965 session at Wisconsin again provides an illuminating picture of the scope of the summer service program: Among the more than one hundred conferences, workshops, and institutes were an institute for head nurses, industrial management institutes, a Badger Girls' State convention, a midwest junior historian leadership conference, a weaving workshop, a statewide 4-H Club meeting, a national community theater program, seminars on parthenogenesis and metabolism in plants and teaching reading to the retarded, an adult education conference on poverty, summer training in epidemiology, a church music conference, a wind instrument symposium, a National Student Association conference, a midwestern mechanics conference, and a conference on the biology of the peregrine falcon. On other campuses the U.S. Office of Education has reported such oddities as a jazz workshop featuring Duke Ellington and an institute devoted to horse-shoeing. Summer 1967 programs include an educators' study of disadvantaged youth and their sociocultural milieu at Southern California, a seminar in alcoholism and alcohol education at Indiana University, a workshop in women's track and field at Sacramento State, and a conservation workshop in Cornell University's four-thousand-acre Arnot Forest."

The Canadian reader may try to comfort himself with the notion that this book is about the *American* university. If he does, then he ought further to reflect that his comfort is largely based on ignorance. Again and again the authors have drawn on data provided through studies carried out by the United States Office of Education, or other federal bodies that have no counterpart in Canada. We are fools if we allow the endless bickering and bargaining over federal and provincial rights and responsibilities to disguise the fact that there is no adequate machinery for considering the educational needs of Canada as a whole or even compiling — much less analysing — information of the sort that was readily available to Professor Schoenfeld and Mr. Zillman.

C.A.U.T./A.C.P.U. members may find a somewhat firmer satisfaction in another point which emerges. "Today the trimester may not be dead, but it has lost much of its luster along with its most vociferous advocates," say the authors; and they confirm the comment with a series of specific references, beginning with the dramatic case of Pittsburgh (See the C.A.U.T./A.C.P.U. *Bulletin*, 14, April 1966, pp. 31-35). The account makes interesting reading for anyone who remembers the advocacy of the trimester system that was a central theme in the discussion of "year-round operation" which had its culmination at the Annual Meeting of the A.U.C.C. in 1964. The adoption of a trimester system was then under lively consideration by a number of Canadian universities, and it was clear enough that the most significant force in deterring it was the study carried out by a C.A.U.T./A.C.P.U. committee under the chairmanship of Professor Berners Jackson. Aside from the toil and sweat of the committee members, the study cost the Association six hundred dollars. The Association treasurer is to be forgiven if, beset by worries about deficits and fee increases, he wonders wistfully just how many millions were saved for the universities and the taxpayers — and to whom he ought to present the bill.

J. Percy Smith.

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NOTICE OF POSITIONS VACANT *

ANNONCE DES POSTES VACANTS *

ACADIA UNIVERSITY. Department of Geology. Established Geology Department undergoing expansion seeks persons with Doctorate for undergraduate and graduate teaching. Positions to be filled are (1) Geochemistry-Mineralogy, (2) Sedimentation-Marine Geology, or Geomorphology-Pleistocene Geology. Secondary fields in Petrology, Hydrology, and Engineering Geology are desirable. Location offers unique research opportunities. Rank and salary according to candidate's qualifications. Direct inquiries to Dr. G. R. Stevens, Head, Department of Geology, Acadia University, Wolfville, Nova Scotia.

UNIVERSITY OF BRITISH COLUMBIA. Faculty of Education. Applications are invited for two positions at the professorial leval in the Faculty of Education. (1) Position requires a doctoral degree with specialization in the field of growth and development and strong research interests in this area. Duties include lecturing and the development of a graduate program and research. (2) Applications are invited for an individual interested in classroom learning and evaluation. Position requires a doctoral degree; some clinical experience is desirable but not necessary. Duties include lecturing at the undergraduate and graduate level and the supervision of graduate research. Applications (including *curriculum vitæ* and names of referees) to : The Dean, Faculty of Education, University of British Columbia, Vancouver 8, B.C.

UNIVERSITY OF CALGARY. University Centre Director. Energetic and dynamic young man (25-35) for the post of Director, MacEwan Hall, The New University Centre (Students' Union) Building. He should have a university degree and preferably have experience in student activities and building operation. He must be actively interested in students and their activities, recognizing the role and purpose of a student union building. The successful candidate would be responsible

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* Institutions are charged for announcements of *Positions Vacant* at the rate of 75¢ per line or fraction thereof, with a minimum of $3.00 per notice. Notices should be sent to the Editor, C.A.U.T. *Bulletin*, Room 603, 77 Metcalfe St., Ottawa 4, Ontario.

* L'insertion des annonces des postes vacants se fait au taux de soixante-quinze cents par ligne ou fraction de ligne, avec un minimum de trois dollars par annonce. Les annonces doivent être envoyées au Directeur du *Bulletin* de l'A.C.P.U., 77, rue Metcalfe, bureau 603, Ottawa 4, Ontario.

for daily operation, subject to the policies developed by the University Centre Commission. Salary is open, depending upon experience and qualifications. Applications and inquiries should be directed to : Dr. H. A. R. de Paiva, Chairman, Selection Committee, MacEwan Hall, The University of Calgary, Calgary, Alberta.

Department of Educational Psychology. 1. Assistant or Associate Professor (rank according to qualifications) in following areas : (a) Human Development (b) Child Guidance and Counselling (c) Clinical Diagnosis and Special Education (d) Measurement and Experimental Design. 2. Doctorate preferred, with strong background in theoretical psychology, interest in applied field, research competence. 3. Graduate and undergraduate instruction. 4. Assistant Professor $9,000 - $12,450; Associate Professor $12,500 - $16,550. (Subject to possible upward revision in 1968-1969). 5. Appointment July 1, 1968. Apply to Dr. R. A. Lambert, Acting Head, Department of Educational Psychology, University of Calgary, Calgary, Alberta.

Department of Curriculum and Instruction. 1. Assistant or Associate Professor (according to qualifications and experience) of Curriculum and Instruction in the following areas : (a) Reading (elementary) (b) School Libraries (c) Social Studies Education (d) French Education (e) Mathematics/Science Education. 2. Doctorate preferred, with appropriate specialization and teaching experience. 3. Undergraduate and graduate instruction, research. 4. Assistant Professor $9,000 - $12,450; Associate Professor $12,500 - $16,550. (Subject to possible upward revision in 1968-1969). Required for July 1 or September 1, 1968. Apply to Dr. A. A. Gibb, Acting Head, Department of Curriculum and Instruction, University of Calgary, Calgary, Alberta.

UNIVERSITY OF GUELPH. Department of Nutrition. Assistant Professor, Ph.D. Nutritional Biochemist required for teaching and research in basic and applied nutrition. Salary $9000 and up, depending on qualifications and experience. Initial appointment for two years with good chance for permanent appointment. Position available immediately.

UNIVERSITY OF LETHBRIDGE. Department of Mathematics. Applications are invited for openings effective July 1, 1968 in a newly established department. Prefer applicants with a Ph.D. or Ph.D. candidates in analysis, statistics, probability or numerical analysis. Applicants in all fields considered. The 1968-1969 salary ranges are : Professor $17,500; Associate Professor $13,000 - $17,450; Assistant

Professor $9,500 - $12,950. Sick leave, sabbatical leave, group life, removal allowance and pension plans are in effect. Duties consist of teaching undergraduates and participation in scholarly work. Address inquiries to L. G. Hoye, Chairman, Department of Mathematics, University of Lethbridge, Lethbridge, Alberta.

UNIVERSITÉ DE MONTRÉAL : la section d'Administration scolaire de la Faculté des Sciences de l'éducation de l'Université de Montréal a besoin de professeurs spécialisés en administration scolaire. Les conditions d'emploi et de traitement restent à discuter. Nous prions les candidats de faire parvenir leur *curriculum vitæ* à la Faculté des Sciences de l'éducation, section d'Administration scolaire, 90, chemin Bellingham, Montréal 26, Québec.

UNIVERSITY OF SASKATCHEWAN. College of Medicine. The Course of Physiotherapy invites applications for the position of Lecturer in Physiotherapy. The position is a temporary one with the possibility of becoming permanent and will be available from June 1968. Applicants must hold the C.P.A. or C.S.P. Teacher's certificate. Further details of this position can be obtained from the following address for the attention of Assistant Professor J. Manton, M.C.P.A., M.C.S.P., The Department of Rehabilitation Medicine, College of Medicine, University of Saskatchewan, Saskatoon, Saskatchewan.

Department of German. Vacancy for an Associate Professor of German. Applicants must have Ph.D., experience in teaching German Language and Literature at undergraduate and graduate level, and preferably a competence in the Age of Goethe and Romanticism. Salary offered : $12,200 to $15,500. Liberal fringe benefits. Address inquiries to : K. M. Gunvaldsen, Professor and Head of the Department of Germanic Languages, University of Saskatchewan, Saskatoon, Saskatchewan.

Department of English. Vacancies for two associate professors of English, specialists in American literature and literature of the Romantic or Victorian periods. Salary range, $12,200 - $15,500. Applicants must have Ph.D. degree, teaching experience, some publications. Address inquiries to D. R. Cherry, Professor and Head of the Department of English, University of Saskatchewan, Saskatoon, Saskatchewan.

SIR GEORGE WILLIAMS UNIVERSITY. Computer Science Professorships. Full, Associate, and Assistant Professors in Computer Science or related fields required to develop and staff an undergraduate program

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Department of Physics. Applications are invited from Ph.D. Physicists with a background and interest in experimental physics for positions as of July, 1968 or later. Duties will involve teaching and research. Rank and salary dependent on experience and qualifications. Equipment in University's new building includes Computing Center, Collins Helium Liquefier, Mossbauer Effect Spectrometer, EPR Spectrometer (X- and K-band), 300 KV Neutron Generator, 300 KV X-Ray machine, Foner Magnetometer, Cahn Electrobalance, Electron Microscope. Contact : Dr W. R. Raudorf, Chairman, Department of Physics, Sir George Williams University, Montreal, Quebec.

UNIVERSITY OF TORONTO. Institute of Bio-Medical Electronics. Research in Surgical Adhesives. Applications are invited for a Scientist to set up a research project in surgical adhesives at the Institute of Bio-Medical Electronics, University of Toronto. The work would be carried on in cooperation with a Materials Science Group in the Faculty of Applied Science and Engineering, and with other Departments in the University. Academic appointment at Associate Professor or Assistant Professor level. Applications should be directed to the Director of the Institute of Bio-Medical Electronics, University of Toronto, Toronto, Ontario.

TRENT UNIVERSITY. Department of Sociology. Assistant Professor required to take responsibility for a second year course in family and kinship; 1967-1968 salary minimum $9,000. Apply : Chairman, Department of Sociology, Trent University, Peterborough, Ontario. Appointment from July 1, 1968.

UNIVERSITY OF WESTERN ONTARIO. College of Education. Assistant Professor of History of Education required to lecture in Canadian educational history or related field. Duties to commence September 1, 1968. Favourable teaching load, research facilities, remuneration, and a close working arrangement with history department in faculty of arts. Candidate should have a background in history, and

be familiar with historical and contemporary developments in Canadian education. Enquiries to : Robert M. Stamp, Chairman, History of Education Appointments Committee, Althouse College of Education, University of Western Ontario, London, Ontario.

Department of Sociology. Applications are invited for the position of Head of the Department of Sociology, which includes twelve academic staff with graduate work and research currently oriented to demography and urban sociology. It is anticipated that the appointment will be made at the full Professor level commencing July 1st, 1968. Applications (including *curriculum vitæ*) to : The Dean, University College, University of Western Ontario, London, Ontario.

UNIVERSITY OF WINDSOR. Department of Electrical Engineering. Teaching position in Electrical Engineering in the area of Communications, Switching Systems, Computer Science or Control Systems. Ph.D. preferred. Duties would involve both teaching and research. Rank and Salary commensurate with experience. Apply to : Dr. P. A. V. Thomas, Head of Electrical Engineering Department, University of Windsor, Windsor, Ontario.

YORK UNIVERSITY. Department of Foreign Literature. There are two openings in Spanish, at the level of Assistant or Associate Professor, for specialists in Medieval Spanish and Peninsular Literature of the 19th and 20th centuries. Qualifications : Ph.D. or equivalent. Publications desirable but not necessary. Salary : according to experience. Apply to Professor I. Bar-Lewaw, Chairman, Department of Foreign Literature, York University, Toronto 12, Ontario.

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3 **THRIFT SEASON ECONOMY FARES** — If you can travel outside the busy summer period (late May to early August) you can do even better, on a Thrift Season economy fare. Your ticket is good for a whole year. Sample round trip fares:

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4 **14-21 DAY INDIVIDUAL TOUR-BASING FARES** — This is the very lowest fare to Europe for individual travellers. Fly any time except for a few weeks in mid-summer. The only stipulation is that you must book at least $76 worth of ground arrangements (hotel accommodations, sightseeing, meals or car rentals) through your Travel Agent, before you go. Sample tour prices:

Montreal to Paris: **$379*** Toronto to London: **$389*** Vancouver to Vienna: **$688***

5 **14-21 DAY GROUP INCLUSIVE TOUR FARES** — You have to see your Travel Agent for this one. Ask him to include you in a group of travellers (15 or more) and fly for the lowest of all scheduled fares, in a package which includes $76 worth of ground arrangements. Sample tour prices:

Montreal to Paris: **$331*** Toronto to London: **$355*** Vancouver to Vienna: **$495***

6 **AFFINITY GROUP FARES** — Here's a money-saving idea from Air Canada that's tailored for teachers. An "affinity group" is 25 or more people belonging to an organization — a teachers association, for instance. Get a group together and fly anywhere in Europe — when you get there, you're on your own. (You must fly back as a group.) There are three Affinity Group fares, one for summer, one for winter, and a special summer fare for groups of 50 or more. You can take your spouse and children along for the same low rates. Sample round trip fares:

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Winter — 25 or more: Toronto to London: **$319.**

Summer — 50 or more: Vancouver to Vienna: **$436.**

7 **EXTRA CITIES PLAN** — In most cases, a round trip ticket to a European city lets you fly to several other cities without spending a penny extra. Fly to Vienna, for example, then visit Copenhagen, Frankfurt, Brussels, Amsterdam, Paris, London, and a dozen others. (In a few cases, the Extra Cities plan doesn't apply to Group Inclusive Tour fares or to groups of 50 or more).

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NORTH AMERICA

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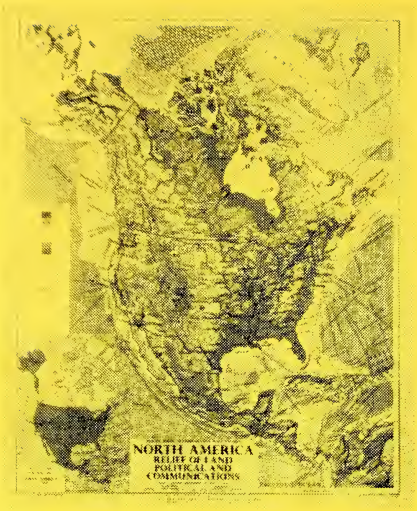

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